PROF. DR. HJ. Nurul Lailatul Khusniyah, M.PD.

INDONESIA CURRICULA

AND THEIR IMPLEMENTATION IN LANGUAGE TEACHING PRACTICES

UNIVERSITAS ISLAM NEGERI
M A T A R A M

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Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apapun tanpa ijin tertulis dari penerbit.

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CHAPTER I
TEACHER INVOLVEMENT IN CURRICULUM DEVELOPMENT IN ISLAMIC-BASED SCHOOLS

A. Introduction

Teachers play a pivotal and strategic role in the pursuit of educational objectives aimed at nurturing diverse dimensions of human personality and abilities. This multifaceted responsibility encompasses cognitive, affective, and psychomotor dimensions. The research at hand adopts a comprehensive approach known as a Literature Study, leveraging scholarly works as a valuable data source. Through rigorous analysis, the study's findings expound upon the curriculum's significance as a "blueprint" orchestrating the meticulously planned educational programs designed to facilitate the attainment of predetermined learning goals. Effectively managing the curriculum demands a cooperative and systemic approach, positioning it as a profound tool for educational orchestration.

The embodiment of these curriculum ideals squarely rests upon the shoulders of educators, with the teacher's role emerging as the vanguard in this endeavor. The teacher's function in curriculum development varies across different paradigms, namely centralization, decentralization, and central-decentralized models. At its core, the teacher's involvement

spans several dimensions: implementer, adapter, developer, and researcher. Beyond the confines of curriculum development, the teacher's sphere of influence extends into the realm of learning dynamics. Here, the emphasis lies on fostering a reciprocal relationship that forms an essential prerequisite for the learning process. This dynamic transcends mere knowledge transfer, encompassing the imparting of values crucial for holistic development.

Thus, the teacher's role in education assumes a multifaceted dimension, with curriculum management and learning facilitation being central to their responsibilities. Through adeptly navigating the intricacies of curriculum development, teachers assume distinct roles in various models, each carrying its unique nuances. This underscores the dynamic nature of the teacher's engagement, spanning from being an implementer to a researcher. Concurrently, the teacher's involvement in the learning process transcends conventional knowledge dissemination, embracing the impartation of values as an integral facet. By striking a harmonious balance between these roles, educators lay the groundwork for nurturing well-rounded individuals capable of meeting the challenges of an ever-evolving world.

The achievement of successful educational goals hinges upon the development of a well-structured curriculum that

effectively addresses the cultural, societal, and communal requirements and expectations of the educational community it serves. Given the dynamic nature of societal needs and demands, curriculum development and educational reform initiatives are in a continuous state of evaluation, adaptation, and transformation. Due to the intricacies of curriculum development, it is imperative to engage a diverse array of stakeholders, particularly those directly engaged in student education, to ensure a comprehensive and fruitful outcome. Thus, the focus of this discourse is to underscore the indispensability of involving educators in the curriculum development process, while also examining the challenges that teachers encounter in this context. This examination encompasses the preparation required for teacher involvement, and the role they play in curriculum development, and culminates in a concluding perspective.

The Centrality of Integrating Educators in Curriculum Advancement Undoubtedly, the linchpin of any curriculum implementation effort is the educator. With their wealth of knowledge, experiential insights, and competencies, teachers stand as pivotal figures in the realm of curriculum development. Their prowess is instrumental in fostering enhanced learning experiences, given their intricate understanding of pedagogical nuances and their pivotal role in delivering the curriculum within classrooms. In cases where a

curriculum framework has been pre-established, educators are tasked with assimilating and comprehending its intricacies. Hence, it is incumbent upon educators to be actively engaged in curriculum development. In this regard, the incorporation of teachers' perspectives, opinions, and insights holds significant value, enriching the curriculum refinement process. Simultaneously, the curriculum development team must regard educators as integral elements within the ecosystem influencing curriculum dynamics (Carl, 2009). Consequently, the inclusion of educators becomes a fundamental requisite for fruitful and impactful curriculum enhancement, with teachers emerging as indispensable catalysts.

The Research's Imperative: Addressing Knowledge Limitations This research endeavor is motivated by an inherent awareness of the researcher's cognitive constraints, signaling an acknowledgment of the boundaries of personal knowledge. Fueled by an innate curiosity, the exploration is driven by the desire to transcend these boundaries, thereby augmenting the researcher's intellectual acumen. This pursuit of knowledge is propelled by the aspiration to augment comprehension and expand the researcher's cognitive horizons. Ultimately, the research underscores the necessity of addressing existing gaps, positioning itself as a proactive means of problem-solving. In summary, the crux of educational success lies in the formulation of a curriculum that aligns with the multifaceted

requisites of the educational community. The central theme of this discourse revolves around the pivotal role of educators in curriculum development, juxtaposed with the challenges they encounter. This exploration traverses the preparation necessary for effective educator involvement, delineates their role in shaping curriculum paradigms, and culminates in a concluding viewpoint. Furthermore, the raison d'être of this research stems from an acknowledgment of knowledge limitations, and its aspiration is underscored by a fervent curiosity that drives the quest for enhanced understanding and problem-solving prowess.

B. Methods

This research employs a qualitative methodology, commencing with a comprehensive examination of educators and administrators at Mts Nurul Islam Sekarbela. The analytical framework is initiated through a series of interviews conducted with teachers and principals at Mts Nurul Islam Sekarbela, specifically addressing the realm of curriculum development within the school context. The selection of MTs Nurul Islam as the focal point of investigation is underpinned by strategic considerations. The school's proximity to the researcher's residence emerges as a pivotal rationale for its selection. This geographical advantage ensures swift and convenient access, streamlining the research process.

Moreover, the chosen locale stands as a representative specimen, aptly aligning with the stipulated sampling criteria.

In terms of the sampling strategy, English teachers and school principals were adopted as random samples. This choice was predicated on their direct relevance to the subject under scrutiny. By posing targeted inquiries linked to the research problem, the researcher sought to glean insights into the roles occupied by English teachers and school principals in the domain of curriculum development. The articulated questions centered on elucidating the precise contributions of English teachers and school principals to the curriculum development process.

In essence, this study adopts a qualitative framework, initiating the investigative journey with a close examination of educators and administrators at Mts Nurul Islam Sekarbela. The analysis transpires through structured interviews, affording a platform for in-depth discussions concerning curriculum development within the school's context. The rationale for selecting MTs Nurul Islam stems from its geographical proximity and illustrative representativeness. The sampling strategy encompasses English teachers and school principals, chosen due to their intrinsic relevance to the research domain. By querying their roles in curriculum development, the research

aims to enrich our understanding of their respective contributions.

C. Intro to curriculum

While the curriculum remains consistent across schools and madrasas in Indonesia, a notable divergence arises in the outcomes they produce—some institutions yield successful and accomplished graduates, while others fall short. This disparity, however, does not stem from curriculum discrepancies, but rather from variations in curriculum execution. Distinct institutions excel due to adept curriculum implementation, generating high-caliber graduates and heightened popularity. Conversely, institutions struggling with suboptimal implementation experience a decline in graduate quality and diminished public interest. The responsibility to bridge this gap and align institutions with societal expectations squarely rests upon school leaders. The head of the school bears the obligation and duty to cultivate curricula that resonate with the educational community and uphold societal standards. In parallel, educators and school staff play an instrumental role in the translation and execution of the entire curriculum (Hidayat & Wijaya, 2017).

Etymologically tracing back to its origins, the term "curriculum" derives from the Greek word "Curere," which symbolizes the distance runners traverse from start to finish. This metaphorical representation finds application in the realm

of education. In Arabic, the curriculum is often referred to as "*al-manhaj*," symbolizing the illuminated path humans tread throughout their lives. The evolution of science and technology in alignment with human thought progression holds significant implications. Advancements in science and technology reverberate within community life, reshaping vision and educational goals. Consequently, this dynamism necessitates continuous adaptations and adjustments to the curriculum. In the context of Indonesia, the national curriculum is conceived and executed universally across schools, embodying the aspirations of the Indonesian nation. Each iteration of the curriculum encapsulates an educational ideal, representing learning aspirations sought by students.

The curriculum boasts dual facets of equal significance—serving as both a guiding document and an applicable tool catering to diverse stakeholders. As a formalized document, the curriculum functions as a compass for educators. Simultaneously, its practical application transpires through learning activities within the classroom. These two dimensions are inherently intertwined; the presence of a curriculum signifies the presence of a learning agenda, while the presence of learning activities underscores the existence of a curriculum (Fatmawati, 2021). Curriculum development, elucidated by Wahyudin, encompasses a comprehensive spectrum ranging from planning to execution and assessment, embodying change

and success. While often perceived as an outcome, curriculum development embodies a continuous process of fostering change.

Various experts have offered diverse definitions of curriculum management. According to Rusman, curriculum management entails the systematic implementation of a responsive, comprehensive, and systemic curriculum, aligned with curriculum objectives (2015). Oemar Hamalik contends that teachers play a pivotal role in successful curriculum development, undertaking multifaceted and critical functions (Ortega-Auquilla et al., 2019). These roles encompass administrative management, guidance and counseling, professional engagement, collaboration in curriculum development, fostering instructional system success, adopting a progressive curriculum approach, nurturing self-concept understanding, fostering positive relationships with students, and sustaining ongoing curriculum development efforts.

In the educational realm, the curriculum stands as a cornerstone, dictating the path of student development. While universally conceived, the varying outcomes across institutions stem from the distinct manner in which curricula are implemented. School leaders and educators bear the collective responsibility to harness the potential of the curriculum and narrow the performance gap. This iterative process encompasses tailored

learning experiences, responsiveness to societal dynamics, and perpetual refinement. Teachers emerge as key figures, spearheading curriculum execution and nurturing graduates equipped to navigate an evolving world.

A variety of viewpoints offered by experts shed light on the multifaceted nature of curriculum management and the pivotal role educators play. According to Rusman, interpreted through Wahyudin's lens, curriculum management involves the implementation of a responsive, comprehensive, systemic, and systematic curriculum to achieve curriculum goals. This perspective positions curriculum development management as a process aligned with managing the curriculum to achieve these objectives (Rusman, 2015). Hamalik (2008) emphasizes that teachers are central to successful curriculum development, occupying several crucial roles. These roles encompass administrative management, where educators handle administrative tasks to facilitate the smooth functioning of education. This extends to curriculum administration, student administration, personnel administration, material management, and financial administration.

Management of Counseling and Curriculum Development are two interlinked components that require a comprehensive understanding of principles and technical proficiency. Educators undertake these responsibilities, often multitasking

in administrative duties, curriculum planning, counseling, interaction with colleagues, research, and content development. Beyond classroom instruction, teachers are educational professionals with multifaceted roles. They act as communicators, promoters of active learning experiences, creators of educational tools, architects of organizational frameworks, managers of teaching systems, and mentors both within the institution and the community. Teachers actively participate in collaborative curriculum development with fellow educators and parents. They contribute to operational policies, administrative planning, and the execution of curriculum development within the classroom setting. Enhancing the instructional system's success depends on educators' personality, knowledge, and expertise. Enthusiasm, affection for students, comprehensive knowledge, and curriculum implementation skills play pivotal roles in effective teaching and fostering student creativity. Teachers strive to develop curricula that align with community interests, student needs, and technological advancements. This approach is reflected in tangible actions within the classroom. The sustainability of curriculum development efforts is measured through student reports and parental responses.

Furthermore, teachers' personal development contributes to curriculum refinement. Recognizing strengths, weaknesses, and strategies to address shortcomings enhances their effectiveness.

Cultivating harmonious relationships with students is fundamental. Teachers' affable attitude and genuine appreciation foster a conducive environment for learning, critical thinking, problem-solving, and inquiry, thereby improving curriculum development efforts. Thus, curriculum management entails a comprehensive approach intertwined with educators' expertise and actions. Teachers' multifaceted roles extend beyond classrooms, spanning administrative management, curriculum collaboration, self-awareness, and cultivating relationships with students. These roles collectively drive curriculum evolution, shaping the educational landscape.

Curriculum development is the deliberate planning of learning opportunities to guide students toward desired transformations and evaluate the extent to which these transformations have taken place in them (Hamalik, 2008). Delving deeper into this concept, certain keywords warrant attention, specifically planning, change, and assessment—all of which fall within the purview of a teacher's responsibilities. Notably, teachers play a pivotal role in curriculum development due to their intimate understanding of their student's learning outcomes and their full accountability for them. The educational activities orchestrated by teachers stem from the curriculum, and throughout the learning journey, educators align their strategies with the curriculum's objectives. Moreover, teachers, as lifelong learners themselves, possess multifaceted teaching skills that adapt to

the school curriculum. Thus, the success of the learning endeavor hinges on the teacher's grasp of the curriculum.

The curriculum assumes a crucial role in education, serving as the guiding framework that dictates directions, content, and educational processes. Ultimately, it determines the qualifications of graduates from an educational institution. In response to evolving times and societal demands, the educational realm must continually innovate to ensure relevance and effectiveness. Curriculum development is a multifaceted and intricate process. Angulo (1994) offers a dual interpretation of curriculum. Firstly, it signifies experiences intended to foster skill development within individuals. Secondly, the curriculum represents a sequence of experiences employed by educational institutions to complement and enrich this developmental journey. Soto (2015) advances the notion that the curriculum encompasses a series of meticulously planned and directed learning experiences orchestrated by schools to achieve specific educational objectives.

D. Teachers' role in curriculum development

Teachers engaged in curriculum organization undertake a plethora of roles and responsibilities. Their foremost aspiration is to facilitate effective teaching and foster their students' growth in the fields they specialize in. Teachers are tasked with crafting comprehensive lesson plans and syllabi within the

framework of the provided curriculum. This responsibility stems from the teacher's pivotal role in implementing the curriculum to cater to the diverse needs of their students (Carl, 2009). A multitude of studies substantiate the empowerment of teachers through active participation in curriculum development. For instance, Zaid et al (1994) unearthed that a high degree of teacher involvement at the heart of curriculum development culminates in the achievement of effective educational reform objectives. Thus, the teacher assumes a crucial role in the success of curriculum development, encompassing various stages such as implication and evaluation.

Handler (2010) reinforces the importance of teacher engagement in curriculum development, highlighting the necessity of their active participation. Teachers collaborate seamlessly with curriculum development teams, leveraging their expertise to structure and compose materials, textbooks, and content. In the curriculum development process, aligning curriculum content with the learning needs of students in the classroom is of paramount significance, and teacher involvement plays a pivotal role in achieving this equilibrium.

When viewed through the lens of management, curriculum development can be categorized into three distinct approaches: centralized, decentralized, and central-decentral. In a

centralized curriculum approach, teachers assume a minimal role. A dedicated team of experts designs the macro curriculum. Within this framework, teachers are responsible for organizing the micro curriculum, ranging from a year-long plan to a semester, a few weeks, or even days. The curriculum for a year is referred to as porta, a semester's plan as a promissory note, and shorter periods as Lesson Plans. Although these variations exist, common components such as objectives, learning materials, methods, media, and evaluation remain consistent. The role of teachers in this scenario involves constructing appropriate goals, selecting suitable learning materials, choosing relevant teaching methods, and establishing an effective learning environment.

On the other hand, in a decentralized curriculum, the design is specific to a particular madrasah or school population within a given area. This type of curriculum is tailored to unique characteristics, needs, regional developments, and the capabilities of individual schools. Each institution is tasked with developing its curriculum based on these specific considerations. In the context of central-decentral curriculum development, a hybrid model that attempts to bridge the gaps between the previous two approaches, teachers play an even more significant role. This mixed method entails a greater degree of teacher involvement compared to the purely centralized approach. Here, teachers are not only involved in

elaborating annual or semester plans but also in formulating various components and elements of the curriculum. This heightened level of involvement and engagement motivates teachers to enhance their knowledge and skills in curriculum development. Their roles transcend mere implementation, evolving into those of collaborators, designers, developers, and implementers, thus becoming an integral part of the school's curriculum framework.

This blended approach empowers teachers to contribute to the evolution of the curriculum, fostering a sense of ownership and accountability for its outcomes. It acknowledges the dynamic nature of the curriculum and recognizes teachers as pivotal agents in both its development and execution (Nasir, 2021). Teachers' roles within curriculum development can further manifest as implementers, adapters, developers, and researchers. In the capacity of implementers, teachers execute the existing curriculum within the prescribed policies and guidelines, focusing on uniformity across regions. As adapters, teachers tailor the curriculum to suit their students' characteristics, regional needs, and local contexts. Meanwhile, as developers, teachers hold the authority to design curriculum components, aligning content, objectives, strategies, and assessments with the school's vision, mission, and student learning needs.

Finally, as researchers, teachers delve into various aspects of the curriculum to evaluate materials, program effectiveness, strategies, and learning models. Action Research (PTK) and Lesson Study are research methods employed to gather data on student achievement and curriculum efficacy. In conclusion, teachers' engagement in curriculum development spans a wide spectrum of roles, underscoring their crucial role in shaping educational frameworks and experiences. Their dynamic involvement contributes to a comprehensive and effective curriculum, fostering meaningful learning experiences for students.

E. The challenges Teachers Face in Curriculum Development

The active involvement of teachers in the curriculum development process holds paramount importance in addressing the unique requirements of the community. Throughout the stages of curriculum development, teachers are called upon to closely monitor and address the needs of the community. However, at times, the guidelines provided for teacher involvement might lack clarity. This predicament is exemplified in South Africa, where a significant portion of teachers lack the necessary qualifications and skills to effectively engage in curriculum development. The absence of well-defined approaches to participation complicates matters for teachers, resulting in numerous challenges regarding their role in curriculum development (R. Ramparsad, 2001).

Addressing this issue necessitates substantial enhancements in teacher development programs. These improvements should equip teachers with the capacity to actively assess community needs at each phase of the curriculum development process. Additionally, it's worth noting that not all teachers have the opportunity to partake in the curriculum implementation process. Therefore, the professional development of teachers assumes a pivotal role in determining the success of both curriculum development and its subsequent implementation (Handler, 2010).

In light of this, it is imperative to establish regulations that define the scope of teacher education programs. These programs should comprehensively cover the essential aspects of curriculum development to empower teacher candidates with the necessary skills and insights. Such an approach would ensure that teachers are equipped to effectively contribute to the curriculum development process and subsequently implement it in the most beneficial manner possible.

F. Teacher Empowerment in Curriculum Development

In the realm of curriculum development, the active participation of teachers holds immense significance. This involvement is particularly crucial for aligning educational programs with the needs and aspirations of the community they serve. The

curriculum development process, while guided by overarching frameworks, demands that teachers stay attuned to community needs at every developmental stage. However, challenges can arise when teachers are unclear about the specific process they are expected to follow. For instance, South Africa has encountered issues where a lack of teacher qualifications and skills hindered their effective participation in curriculum development (Ramparsad, 2000). As such, there arises a pressing need for substantial improvements in teacher development to enable them to effectively evaluate community needs throughout the curriculum development process.

G. Active Teacher Involvement: A Central-Decentral Approach

The process of curriculum development at Mts Nurul Islam Sekarbela underscores the central role played by teachers. The development strategy employed at this institution aligns with a Central-Decentral model. Unlike a purely centralized approach where teachers have minimal involvement or a purely decentralized approach that might lead to curriculum fragmentation, the Central-Decentral model strikes a balance. Here, teachers participate not only in translating broad curriculum goals into specific plans but also actively contribute to shaping each component of the curriculum. By engaging in these activities, teachers are motivated to enhance their knowledge and skills in curriculum development. Their early

involvement equips them with a deep understanding of the curriculum's intricacies, resulting in more precise and effective implementation within classrooms. Beyond being mere users, teachers emerge as proactive planners, critical thinkers, resource developers, and adept implementers of a comprehensive curriculum tailored to their institution's context.

H. Teachers as Curriculum Architects

Teachers assume a profound role as architects of the curriculum. Their engagement goes beyond the mere execution of prescribed guidelines. They are integral contributors to the entire curriculum development process, from initial formulation to detailed implementation. This level of involvement fosters a genuine understanding of the curriculum's intent and goals. Consequently, teachers possess a comprehensive grasp of how to implement the curriculum effectively, ensuring that it aligns seamlessly with the learning objectives. Their role expands to that of planners who meticulously design each component, thinkers who critically evaluate its potential impact, compilers who organize various elements, and developers who ensure its ongoing improvement. Moreover, they become active implementers, infusing life into the curriculum within the classroom environment.

I. Teachers as Crucial Executors of Curriculum

In the process of curriculum implementation, teachers are pivotal actors. They are the ones who translate the carefully designed curriculum into meaningful educational experiences for students. Their role as executors is instrumental in bridging the gap between curriculum design and its practical application. A well-designed curriculum remains inert without skilled teachers who bring it to life through engaging teaching methods, relevant activities, and personalized interactions. Their ability to effectively apply the curriculum transforms it from a theoretical framework into a dynamic tool for fostering students' understanding and growth. Teacher competence and commitment in curriculum execution are vital for achieving successful learning outcomes.

J. The Transformation of Teachers

Traditionally, teachers have been seen as knowledge dispensers who transmit information to students. However, educational philosophy is evolving, emphasizing the shift from this directive role to that of a facilitator and coach. Teachers are increasingly recognized as catalysts for student-centered learning. Instead of imposing knowledge, teachers now empower students to explore and construct their understanding. This transformation aligns with the concept of teachers as coaches, guiding students to discover their unique learning paths. The role of a coach entails not only imparting knowledge

but also motivating, guiding, and fostering critical thinking skills. In this context, teachers foster an environment where students are active participants in their learning journey, enabling them to develop autonomy, creativity, and a deep appreciation for knowledge. By acknowledging these multifaceted roles and empowering teachers accordingly, educational institutions can harness the full potential of curriculum development and its implementation, ultimately leading to enriched learning experiences and improved educational outcomes.

K. Conclusion

Curriculum development encompasses a broad spectrum of activities, ranging from meticulous planning to seamless implementation, and culminating in thorough assessment. This comprehensive process signifies the drive for change and the pursuit of success in education. While it might be viewed as an outcome of development, curriculum development is instrumental in steering educational progress. A pivotal element in this multifaceted process is curriculum management, a tool that aims to ensure cooperative, comprehensive, and systemic alignment of curricular components, all directed towards achieving the desired curriculum objectives. In this intricate orchestration, the role of the teacher assumes a front-and-center position. The role of teachers in curriculum development is diversified, reflecting various models such as centralized,

decentralized, and hybrid centrals. These models highlight the multifarious responsibilities that teachers undertake in shaping and implementing curricula to meet diverse educational needs. In a centralized model, teachers may have limited involvement, while in a decentralized model, they play a significant role in curriculum tailoring based on specific contexts. The hybrid central model seeks to strike a harmonious balance between these approaches.

Drawing from the insights of Murray, the teacher's role in curriculum development can be perceived through several lenses, namely as an implementer, adapter, developer, and researcher. As an implementer, teachers are the linchpins that translate curriculum designs into tangible educational experiences. They infuse life into the curriculum, translating it into vibrant and dynamic classroom activities. This act of implementation bridges the gap between theoretical intent and practical application, rendering the curriculum relevant and effective. In the capacity of an adapter, teachers are not merely bound to follow prescribed guidelines. Instead, they possess the agency to align curriculum content with the unique needs and characteristics of their students and the local environment. This adaptability ensures that the curriculum resonates with the learners and remains pertinent to their educational journey.

Teachers also don the mantle of developers, imbued with the authority to design and refine curriculum components. Beyond being mere executors, they contribute to the evolution of educational content and strategies. Their insights into classroom dynamics and student learning inform continuous improvements to the curriculum, ensuring its ongoing relevance and effectiveness. Moreover, teachers play the role of researchers, engaging in a reflective process that scrutinizes curriculum efficacy. Through mechanisms like action research and lesson studies, teachers analyze the impact of their teaching strategies, gauging the alignment of curriculum goals with actual student outcomes. This research-oriented perspective facilitates continuous refinement and enhancement of the curriculum's pedagogical practices. In essence, teachers serve as the dynamic driving force in curriculum development, steering the course of education toward transformative goals. Their multi-faceted roles, rooted in implementation, adaptation, development, and research, shape the curriculum's trajectory and imbue it with vitality and resonance. As education evolves and responds to the ever-changing demands of society, teachers remain at the heart of the curriculum, ensuring its continued relevance and impact on student learning and growth.

CHAPTER II
TEACHERS' STRATEGIES IN INTERPRETING K13 TO IMPROVE EFL TEACHING PRACTICES

A. Introduction

In the context of sustaining the 2013 curriculum, this study sets out to uncover the various teaching techniques employed and the level of teacher readiness in the realm of English as a Foreign Language (EFL). The 2013 curriculum places a premium on teachers upholding elevated instructional standards. An intrinsic facet of executing this curriculum effectively lies in comprehending the pedagogical adeptness of the educators. This knowledge is not only instrumental in guiding classroom practices but also in ensuring the curriculum's successful implementation. The primary objective of this study is to assess the preparedness of EFL teachers in embracing the tenets of the 2013 curriculum and to explore the methodologies they employ in their teaching practices. The study takes shape through a triangulation design, which involves the convergence of multiple data sources for comprehensive insights, coupled with a hybrid methodology that amalgamates different research approaches. This blend provides a well-rounded perspective on the subject matter.

To gather pertinent data, a combination of semi-structured interviews and closed questionnaires was employed. These

tools enabled the researchers to delve into the nuances of teacher preparedness and to gather quantitative data, ensuring a comprehensive understanding of the landscape. Once the data was collected, it underwent a meticulous process of analysis, elucidation, and interpretation. The outcomes of this investigation revealed that EFL teachers have embraced and integrated the 2013 curriculum within their instructional strategies. The study uncovered a sense of enthusiasm and eagerness among teachers to align their practices with the curriculum's principles. This alignment not only underscores the commitment of educators but also highlights the curriculum's resonance within the teaching community. The study's findings reinforce the idea that the 2013 curriculum has found a responsive audience among EFL teachers, demonstrating its successful implementation in the educational landscape.

The purpose of this study is to investigate the sustainability of the 2013 curriculum by examining teaching techniques and assessing the preparedness of English as a Foreign Language (EFL) teachers. The 2013 curriculum places a strong emphasis on teachers maintaining high instructional standards. Given the pivotal role of teachers in executing the curriculum, understanding their pedagogical proficiency becomes crucial as it guides classroom implementation. The study's objective is twofold: to gauge the level of readiness among EFL teachers to

apply the 2013 curriculum and to uncover the strategies they employ in their teaching approaches. To achieve these aims, the study adopts a triangulation design and a hybrid methodology. Employing semi-structured interviews and closed questionnaires, the research collects data from multiple sources to comprehensively explore teacher preparedness and instructional methods. This data is subjected to meticulous analysis, explanation, and interpretation.

The findings of the study illuminate that EFL teachers are actively implementing the 2013 curriculum. These educators enthusiastically embraced the curriculum's principles and integrated them into their teaching practices. This resonates with the idea that teacher involvement is pivotal for successful curriculum execution. Such engagement not only demonstrates teachers' commitment but also underscores the curriculum's alignment with their pedagogical approaches. This observation aligns with Uno's perspective, emphasizing that teachers' competence in implementing the curriculum is a cornerstone of its success (Erstad et al., 2021). As direct facilitators of student learning, teachers play an essential role in translating curriculum goals into classroom practice. Okoye (2013) further asserts that teachers play a crucial role in bridging the gap between theoretical curriculum goals and practical classroom execution.

Lengkanawati (2004) echoes this sentiment, highlighting that instructors' competency and familiarity with the curriculum significantly impact its implementation. This implies that teachers' abilities and understanding are fundamental to effective curriculum delivery. Examining curriculum creation, it becomes evident that teacher involvement is paramount. A well-constructed curriculum's effectiveness hinges on teachers' capacity to translate it into classroom practice. Regardless of the curriculum's type, its success rests on teachers' competence in executing it. Yusuf (2017) underscores the importance of school readiness for implementing the 2013 curriculum, encompassing both material and non-material elements, including curricular resources, infrastructure, financial planning, and teachers' preparedness.

According to Mulyasa (2021), the success of the 2013 curriculum hinges on two critical factors. Firstly, teachers' qualifications and access to educational resources play a pivotal role in implementing the curriculum effectively. Secondly, the supporting factors, encompassing book availability, governmental guidance, and enhanced school management, significantly influence the curriculum's success. The curriculum's requirements necessitate teachers' adoption of integrative thematics in their lessons. Alongside professional competence, teachers should exhibit sociability, personality, and pedagogical competency. Scientific teaching methods are

also encouraged, underlining the significance of teachers' pedagogical abilities in curriculum and learning process execution.

B. Methods

The research methodology employed in this study is a qualitative case study approach. The focal point of investigation is the teaching strategy employed by English education teachers in grade 12 at SMK Alma'rif Almansyuriyah Taklimushbiyan Sangkong Bonder, specifically on the implementation of their curriculum and its impact on enhancing their teaching strategies. The chosen case for examination is the teaching strategy employed by English education teachers in the specified grade at the mentioned school. The focus is on understanding how curriculum implementation influences and contributes to the enhancement of teaching strategies within this context.

To carry out this research, the study was conducted at SMK Alma'rif Almansyuriyah Taklimushbiyan Sangkong Bonder, utilizing survey and questionnaire methods. These data collection techniques aimed to gather comprehensive insights into the experiences, perspectives, and practices of English education teachers regarding curriculum implementation and its implications for refining their teaching strategies. The survey and questionnaires were administered to the teachers to elicit

their opinions and perceptions related to this topic. Overall, the research approach involves an in-depth exploration of a specific educational context to illuminate the interplay between curriculum implementation and teaching strategies, utilizing qualitative case study methods combined with survey and questionnaire instruments.

C. Understanding Curriculum

In the context of a school, the term "curriculum" encompasses the entire body of knowledge and content that students learn throughout their educational journey. Posner (1992) introduces another perspective on curricular study, describing it as an interplay between ends and means. In this context, "end" signifies the learning objectives or goals, while "means" pertains to the methods and lesson plans utilized to achieve those objectives. Teachers are tasked with determining what content to teach, how to teach it effectively, and how to align their teaching with the expectations outlined in the curriculum, which functions as a guiding framework. Pratt (1994) further elaborates that curriculum is essentially a set of organized plans, rather than the actual act of teaching. He likens curriculum to architectural blueprints used in constructing a house, emphasizing the planning aspect. In a way, a curriculum can be seen as a blueprint for lesson planning.

It is worth noting that the curriculum often represents the intentions of various stakeholders, including school administrators, government bodies, or external organizations. Doll (2008) underscores this by suggesting that the curriculum is akin to a set of guidelines dictating what needs to be taught. These guidelines might be shaped by the school administration, governmental bodies, or external entities, all of whom express their expectations of what teachers should teach.

According to the Board of National Education Standards in Indonesia, a curriculum encompasses a comprehensive set of plans and regulations that encompass objectives, subject areas, instructional methodologies, and learning materials. These plans and regulations are intended to guide the teaching and learning process, aiding educators in facilitating student achievement of academic goals. In essence, a curriculum serves as a roadmap for teachers, directing them in fulfilling their instructional responsibilities in alignment with educational standards and objectives.

The curriculum exerts a significant influence on teachers' decisions regarding what to teach, how to teach, and the expected outcomes. This aspect of direction in education underscores the importance of curriculum development and its implementation within the classroom. Richards (2001) and Brown (1995) emphasize the fundamental nature of curriculum

development, viewing it as a dynamic process that encompasses needs assessment, goal setting, material production, and evaluation. The creation of a curriculum involves reconciling past methodologies and beliefs with the requirements of modern education. As part of this process, teachers are crucial in implementing the curriculum's goals and objectives.

The government's introduction of the 2013 curriculum reflects a response to pressing societal issues in Indonesia, such as corruption and violence, aiming to foster character development and address cognitive shortcomings. While students' proficiency in reasoning has lagged behind international standards, the 2013 curriculum seeks to elevate education to a more critical level. With a focus on character building, academic achievement, and civic responsibility, this curriculum represents a departure from rote memorization toward comprehensive learning strategies. This reform aligns with global educational trends and emphasizes the development of holistic individuals.

Central to the curriculum's implementation is the teacher, who serves as the direct conduit between the curriculum and the learning process. The teacher's multifaceted role, as expounded by Nur and Madkur (2014) includes being a learning architect, motivator, mediator, and source of inspiration. As architects of learning, teachers design effective lesson plans to guide student

development. Simultaneously, they act as motivators, igniting students' enthusiasm for meaningful engagement. The teacher's role as a mediator bridges the gap between students and learning resources, facilitating their understanding and ownership of the material. Furthermore, teachers inspire independent and creative learning by instilling a sense of curiosity and initiative in students.

Thus, the curriculum wields immense influence over educational direction and pedagogical practices. It encompasses the nuanced processes of curriculum development and implementation. The 2013 curriculum's response to societal challenges underscores the need for holistic education, where teachers play a pivotal role in translating curricular objectives into meaningful learning experiences. Understanding the symbiotic relationship between curriculum and teaching illuminates the transformative potential of education in nurturing informed, character-driven, and empowered citizens.

D. Instructors' Acquaintance with Curriculum Genesis and Rationale

This section presents the results of the research, providing insights into the teachers' ability to implement and support the 2013 curriculum, particularly within the realm of English as a Foreign Language (EFL). Utilizing interviews and direct observation, the study delves into teachers' preparedness for

implementing the 2013 curriculum and delves into their comprehension of its nuances. The investigation involved the participation of five out of six English language instructors who attested to their institution's engagement in the implementation of the 2013 curriculum. However, due to a shift in the Indonesian education landscape, the application of the 2013 curriculum was curtailed after the initial semester. These educators illuminated the manifold merits of the 2013 curriculum, which was fashioned through state-endorsed training initiatives, complemented by subject-specific materials.

Central to the instructors' perception was the establishment of uniform benchmarks for students, curricula, and textbooks. This cohesion imparted a tangible influence on educators, manifesting in several dimensions. Firstly, it engendered an expectation on teachers to infuse originality into classroom curricula, while these guidelines remained fundamentally prescriptive. Secondly, it streamlined preparations for educators' professional advancement, aligning with the curriculum's aspirational objectives. Lastly, educators acknowledged their dearth of requisite skills to formulate a curriculum parallel to the antecedent framework. The methodology of adopting curricula from other institutions and modifying them to suit the present context emerged as a prevalent approach among teachers. This pragmatic strategy

allowed instructors to adapt materials as per their students' needs, while also aligning with the objectives of the 2013 curriculum to empower teachers in tailoring curricula and resources.

However, Ahmad (201) offered an additional perspective, positing that the paradigm shift intended to alleviate instructors' administrative burdens and enable more focused classroom engagement. Nevertheless, this transition did not absolve teachers from the challenge of devising effective lesson plans. Educators expressed their struggles in crafting English language lesson plans due to a lack of procedural knowledge and skillset. Consequently, teachers often reverted to the traditional practice of adapting sample lesson plans from other subjects, thus highlighting the need for enhanced pedagogical preparation.

E. Implementation Strategies and Information Dissemination for the K13

In the process of materializing the 2013 curriculum, teachers are equipped with diverse sources of information. Their knowledge acquisition is propelled by an amalgamation of training programs facilitated by the government, exchanges with peers, online resources, and news outlets. An instrumental facet in this dissemination process is the concept of a 'master teacher,' an embodiment of expertise whose role extends to fostering

comprehensive comprehension of the 2013 curriculum among Indonesian EFL instructors.

Leveraging master teachers to propagate curriculum insights emerges as an efficient and effective modality for diffusing essential information. This approach not only accelerates the understanding and integration of the curriculum but also accentuates the significance of a sustained continuum in government-sponsored training. Thus, the culmination of these efforts bears testament to the advancement of educators' acumen in the nuanced implementation of the 2013 curriculum.

F. Teachers' Perceptions of the Structure and Evolution of the K13

An intricate facet of the teachers' perspective concerns their cognizance regarding the structure and progression of the 2013 curriculum. The consensus among educators centers around the curriculum's capacity to catalyze critical thinking and foster an expansive learning experience for students. At the nucleus of this paradigm shift is the cardinal principle of student-centered learning, a pedagogical tenet that bestows upon learners an active and informed role in their educational journey. Central to this shift is the pivotal role that teachers undertake to scaffold and invigorate students' engagement throughout the curriculum's execution.

The transformative nature of the 2013 curriculum echoes in its ability to expedite students' attainment of academic milestones even at the introductory level. This phenomenon elicits a spectrum of reactions from educators. Chiefly, a prevalent discourse emerges wherein educators contemplate the appropriateness of requiring students to elect their major of study at such an early juncture. Amid this conversation, the consensus gravitates towards the notion that the nascent maturity of students might not align with their capability to make informed decisions about their academic specialization.

G. Teachers' Responses to Curriculum Changes

In the realm of adapting to evolving curricular paradigms, educators have articulated a range of insights. Recognizing the pivotal role of teachers in curricular transformation, their perspectives emerge as a linchpin in the successful implementation of new educational frameworks. Anchored in this premise is the resounding consensus among teachers that the 2013 curriculum holds promise in addressing the exigencies of Indonesian students. Within this context, an air of optimism pervades as teachers regard the 2013 curriculum as a conduit for addressing learners' needs. However, nuanced deliberations persist, and educators have voiced constructive suggestions to refine the 2013 curriculum. Foremost among these is the discourse surrounding the optimal allocation of English lessons. While English holds national examination significance and is

deemed imperative in the era of globalization, educators propose a prudent reconsideration of the total English instructional hours. The rationale behind this plea hinges on a pragmatic understanding of the curriculum's time constraints and its potential impact on both students and teachers.

This reduction necessitates intensified efforts from both educators and students to fulfill learning objectives within a more confined timeframe. An ancillary implication calls upon educational institutions to explore avenues for supplementary English exposure, thereby enhancing students' linguistic proficiency. Furthermore, educators converge on the significance of professional development through training. This consensus echoes the conviction that robust training, rooted in practical exemplification, augments educators' pedagogical prowess. While applauding the foundational training they have received, teachers advocate for an enduring commitment to equipping educators with continuous skill enhancement. They posit that trainers should go beyond theoretical expositions, rendering practical insights that resonate with teachers' daily instructional realities, thereby fostering an open-minded pedagogical landscape.

H. Effective Teaching Strategies in Language Learning

The adept utilization of diverse teaching strategies by the instructor emerged as a catalyst for effective language learning

experiences. These strategies effectively provided students with ample language practice, thereby facilitating the attainment of target language proficiency. This resonates well with the pedagogical underpinnings of the K-13 curriculum for English learning. The Ministry of Education's emphasis on fostering language usage and comprehension rather than rigid language structure aligns harmoniously with the multifaceted strategies employed by the teacher.

In preparation for the session, a strategic approach was adopted to mentally engage students. This involved presenting a song with designated blanks for students to fill in. The incorporation of songs into lessons was deemed versatile and engaging, not only serving as instructional content but also as a means to invigorate the learning environment. Such tactics, as noted by Džanić & Pejić (2016), offer dynamic ways to infuse energy into classroom dynamics, fostering both active participation and refreshment.

Assuming a leadership role, the teacher orchestrated the classroom with structured activities. Harmer's assertion that instructional roles encompass planning, guidance, and facilitation finds resonance here. By stimulating student engagement through role-playing and prompting them to unravel solutions independently, the teacher nurtured independent thinking and application of language concepts.

The role of the teacher as an instructor further materialized through interactive approaches. Guided by Harmer's framework, the teacher strategically provided hints and cues to stimulate students' linguistic exploration (Harmer, 2001). Role-play techniques not only facilitated language use within predetermined contexts but also enabled students to interact and communicate in authentic settings. This experiential learning echoed Richard and Rodger's proposition that communicative language activities encompass dialogues, exchanges, and discussions that amplify linguistic understanding (Richards & Rodgers, 2014).

The methodical integration of repetition, reinforcement, and simulation strategies further underscored the effectiveness of the teacher's approach. By nurturing incremental learning through controlled exercises and shielding students from potential errors, these strategies molded students' cognitive models. Additionally, the deployment of task-based language teaching (TBTL) techniques bolstered authentic communication practice. The simulation technique invited students to immerse themselves in scenarios, fostering practical language application and problem-solving skills.

Even in instances where student attention waned, the teacher adroitly navigated the situation. Employing language play

methods like Chinese whispering, string talk, and hot potatoes, the teacher artfully rekindled engagement and participation. These techniques, elucidated by Saha and Singh (2016), epitomize language learning games that invigorate learning dynamics, consolidate grammar understanding, and sustain student interest.

Thus, the judicious orchestration of a myriad of teaching strategies by the instructor emerges as a cornerstone of effective language learning. These strategies resonate harmoniously with the contemporary tenets of language education, fostering not only linguistic proficiency but also holistic cognitive engagement and authentic communication competence.

I. Pedagogical Competence and the Implementation of the K13

The comments and insights gleaned from the teachers' perspectives distinctly showcase a pervasive pedagogical competence amongst the majority. This competence is inherently aligned with the tenets of the 2013 curriculum, which accentuates the pivotal role of educators in facilitating students' educational journeys. An integral directive of the 2013 curriculum necessitates teachers to infuse scientific methodologies into their instructional fabric. The rationale behind this lies in its anticipated contribution toward fostering enhanced attitudes, abilities, and knowledge acquisition among

students. At its core, the 2013 curriculum underscores the scientific method as an indispensable conduit for student learning. The curriculum intricately guides students through the tenets of observation, inquiry, experimentation, data analysis, synthesis, and creative expression. To effectively steer students towards these learning objectives, the mantle rests upon the teachers to seamlessly amalgamate these skills within the pedagogical fabric.

Within the multifaceted roles that an English teacher embodies, pedagogical competence emerges as a foundational requirement. The Ministry of National Education's articulation of pedagogical competency crystallizes as the educator's capacity to orchestrate educational activities adeptly, fostering student comprehension through meticulous planning, apt representation, and strategic assessments. Concurrently, the edifice of pedagogical competence aligns harmoniously with the edicts of Kennedy (2010), underscoring the transformative journey that beckons students to not merely engage in mimicking scientific processes but to authentically embrace and internalize the rigors of empirical inquiry.

The crucible of pedagogical competence extends beyond procedural aspects, permeating the very foundation of student development. It is through this prism that the educator assumes the mantle of sculpting students' knowledge, capabilities, and

attitudes. This orchestration, underscored by Sumintono (2006), underscores the profound significance of teachers as architects of learning, harnessing their intimate understanding of students to cultivate their latent potential and nurture their abilities.

For effective execution of the 2013 curriculum, teachers must not only be well-versed in its tenets but also harbor the acumen to translate its fundamental aims into actionable pedagogical strategies. As illuminated by Lengkanawati (2004), teachers are the vanguard of curriculum execution, necessitating their comprehensive grasp of its essence. Faisal (2015) accentuates the symbiosis between teachers and students, positing that a shared understanding of the target language augments the efficacy of the teaching-learning dyad. While nuanced interpretations of the 2013 curriculum may arise, the overarching consensus is that educators are comprehending its fundamental essence, thus boding well for effective curriculum implementation.

Embedded within the bedrock of the 2013 curriculum is the pedagogical shift toward student-centeredness. Barik (2023) champions this transition, advocating for an instructional paradigm that transcends teacher-centric models to embrace the role of the educator as a facilitator of learning. This shift toward learner-centered instruction, underscored by Reilly's insights, concurs with the curriculum's predilection for student-centric

classrooms. This approach optimizes students' engagement with form and meaning, ultimately culminating in holistic achievement. In cognizance of the multifaceted demands of the 2013 curriculum, teachers' pedagogical prowess is unveiled as a linchpin for its successful execution. The curriculum's holistic demands, including the infusion of the scientific method into writing instruction, are poised to be satisfied through teachers' robust pedagogical competence. As such, it is resoundingly evident that the caliber of teachers' pedagogical acumen is inexorably linked to the realization of the curriculum's overarching objectives.

J. Conclusion

Recent research conducted by Firman et al (2019a) demonstrates a harmonious fusion between educators' educational proficiency and the requisites stipulated by the 2013 curriculum. The ease of implementation of the current curriculum is intrinsically linked to the pedagogical adeptness of instructors. This correlation underscores that EFL educators, cognizant of the 2013 curriculum's principles, exhibit a palpable readiness to seamlessly integrate it into their pedagogical paradigms. Their collective consensus resonates around the belief that the 2013 curriculum bears the potential to substantially enhance the educational landscape for students.

The dialogue initiated by educators, encapsulating discussions and reflections on curriculum development and implementation, signifies a palpable investment in their pedagogical endeavors. Notably, this discourse births valuable recommendations for the optimal implementation of the 2013 curriculum. As such, the clarion call is for its comprehensive adoption, with stakeholders ranging from students to educators and beyond being enjoined to partake in this transformative educational journey.

Consequently, the antecedent curriculum undergoes a substantial transformation, birthing a 21st-century iteration replete with solutions tailored to address Indonesia's pervasive educational challenges. This recalibration serves as a testament to the holistic perspective underpinning curriculum revision, wherein educational objectives are achieved through the careful orchestration of multifaceted educational elements. It is within this dynamic landscape that an English instructor, tasked with the tutelage of eleventh-grade students, deftly navigates a multitude of teaching methodologies. The instructor's pedagogical arsenal transcends traditional singular paradigms, as he adroitly amalgamates diverse strategies such as the grammar-translation method, phonetic method, communicative method, and task-based method. This amalgamation epitomizes the evolving role of an English educator, necessitating adaptability and versatility across varied pedagogical fronts.

Concurrently, the instructor's profound awareness of his role as a guide, inquirer, and overseer elucidate the comprehensive nature of his leadership within the educational landscape.

Augmenting his pedagogical repertoire, the educator seamlessly integrates the communicative language acquisition-based language game technique. Notably, this approach serves as a potent antidote to students' potential fatigue, rekindling their engagement with the subject matter. Such insights illuminate the nuanced approach required when addressing diverse challenges students may encounter during the learning process. The study underscores the synergy between pedagogy and student needs, underscoring the necessity for educators to encompass a holistic understanding of their students' circumstances. This study forms the foundational platform for future research endeavors, inviting a deeper exploration of the interplay between teaching and learning styles within the distinctive context of Islamic residential school students. Thus, this research not only underscores the symbiotic relationship between educators' proficiency and curriculum implementation but also spotlights the dynamic landscape that pedagogy within the 2013 curriculum mandates. The educator's adept utilization of diverse methodologies, coupled with a profound awareness of student nuances, resonates as an embodiment of modern pedagogical finesse.

CHAPTER III
TEACHER STRATEGIES IN INTERPRETING K13 IN SECONDARY SCHOOLS

A. Introduction

The terminology "teaching English as a foreign language" resonates in settings where English lacks prominence in learners' day-to-day interactions. In these contexts, English finds its exclusive utility within official spaces or educational institutions, thereby necessitating educators to deploy diverse methods and methodologies in their instruction. Such instructional diversification becomes even more pertinent against the backdrop of the ongoing discourse surrounding the implementation of Curriculum 2013.

The Curriculum 2013, a subject of fervent deliberation, finds itself in a state of flux following a temporary suspension by Anies Baswedan, the minister of elementary and secondary education. This development has introduced variations in instructional techniques between the new and previous curricula. Focused on comprehending these shifts, this research endeavors to delve into the instructional strategies wielded by an English teacher within the context of Curriculum 2013.

The locus of this inquiry centers on the English educator at SMPN 1 Lingsar. Employing a meticulous methodology

encompassing observation, video recording, and interviews, a qualitative description approach is applied to dissect the gathered data. The empirical insights gleaned from this exploration unveil the seamless integration of K-13 teaching strategies by the English instructor at SMPN 1 Lingsar.

Intriguingly, this study unearths a triad of strategies poised to enhance the EFL teaching practice of educators. Firstly, the deployment of small group tasks emerges as a potent avenue for nurturing interactive and collaborative learning environments. Secondly, the strategic introduction of linguistic games not only kindles engagement but also underscores the efficacy of gamification in language acquisition. Lastly, the incorporation of reading comprehension questions and corresponding exercises not only refines critical analytical skills but also encapsulates a student-centric approach by fostering active engagement.

Thus, this research voyage navigates the intricacies of English language instruction under the lens of Curriculum 2013. As the academic discourse continues to evolve, these findings furnish educators with practical insights to sculpt an effective EFL teaching journey. Amidst the ebbs and flows of educational reform, these strategies illuminate a pathway to empower both educators and learners on the voyage of English language proficiency

Education's transformative power, a universal truth, propels individuals towards continuous self-improvement. The acknowledgment of its pivotal significance has enshrined education as an essential life pursuit. By equipping individuals to compete, fostering civility, and catalyzing global change through knowledge, education becomes a quintessential requirement. Within the spectrum of government priorities, elevating educational quality stands resolute. This imperative resonates as educational institutions, particularly schools, strive to ensure unwavering quality assurance for stakeholders and communities. In this context, students, the beneficiaries, underscore the importance of precise educational implementation, ensuring that it aligns with their expectations.

As the contemporary landscape unfolds with diverse opportunities and challenges, both local and global, Indonesia marked 2013 as a transformative year, symbolizing a paradigm shift within its educational system. This shift materialized through the progressive adoption of Curriculum 2013 in select schools, emblematic of the nation's commitment to educational advancement. The curriculum serves as an intricate tapestry interweaving strategies, content, methodologies, and evaluative processes. This tapestry operates as the compass guiding the attainment of educational goals. It orchestrates learning endeavors toward the realization of these objectives, encompassing facets like educational intentions, content

delineation, immersive learning experiences, and comprehensive assessment systems. This holistic framework synergizes to optimize learning outcomes.

Curriculum 2013, an evolution over its predecessor KTSP 2006, endeavors to address perceived limitations while embracing a forward-looking ethos. Marked by zeal and optimism, Curriculum 2013 positions itself as an instrument for global competitiveness, as evidenced by its alignment with benchmarks such as PISA assessments. This curriculum not only symbolizes educational progress but also manifests as a potent tool for international resonance. The initiation of Curriculum 2013's implementation witnessed a harmonious interplay of central directives and regional support. This orchestration involved technical guidance dispensed from central authorities to assistant teachers, supplemented by region-specific training. This collaborative engagement aimed to facilitate a seamless integration and effective execution of the novel curriculum, acknowledging the multifaceted nature of educational transformation.

In the tapestry of educational evolution, Curriculum 2013 interlaces with the pursuit of transformative education, a synergistic relationship that propels students towards academic excellence and holistic development. This harmonious relationship positions a generation poised to navigate a

dynamically evolving world, contributing substantively to its betterment. In this intricate fabric of progress, Curriculum 2013 is a thread that weaves Indonesia's commitment to education's transformative power (Simanjuntak, 2020)

A curriculum serves as the foundational framework within which educators and learners engage in purposeful teaching and learning endeavors. This encompassing structure encompasses various dimensions of educational activities, ranging from elucidating educational objectives to charting learning pathways and identifying essential resources. Defined as an educational program, a curriculum intricately delineates the educational objectives to be achieved, instructional methodologies to be employed, learning materials to be utilized, and experiential elements to be integrated. Comprehensively, it incorporates the means to gauge the attainment of these educational goals. Notably, the curriculum encapsulates a systematic amalgamation of logically organized learning resources, transformative learning experiences geared towards behavioral change, and students' experiential engagement during classroom sessions, coupled with effective pedagogical techniques and rigorous assessment procedures (Ekawati, 2016a).

Curriculum development embodies a multifaceted process that assimilates the attributes of both science and art, underpinned

by systematic procedures. In the current realm of education, characterized by volatility and intense competition, the imperative of well-orchestrated curriculum development acquires paramount significance. Indeed, curriculum development should claim a pivotal role within institutional strategic planning initiatives. In Stage 1, a comprehensive analysis of both internal and external educational landscapes is conducted to glean a nuanced understanding of the prevailing dynamics within and surrounding educational institutions. Subsequently, Stage 2 emerges as a logical extension, meticulously aligned with the insights garnered from the initial stage. This phase identifies and scrutinizes specific competencies that warrant cultivation among students. These competencies are further categorized into the spheres of personal, professional, and institutional domains.

Stage 3 represents the pinnacle where authentic curriculum formulation transpires. This stage operates synergistically with the preceding phases, culminating in a coherent educational blueprint. Stage 4 assumes a pivotal role in proposing contextually relevant and effective instructional practices, that resonate with the desired transmission of curricular information. Within Stage 5, the establishment of mechanisms for effective curriculum implementation monitoring takes precedence. This entails conducting periodic evaluations of learning outcomes and furnishing timely feedback to diverse

stakeholders in the realm of education, spanning policymakers, academic administrators, parents, educators, and students alike.

In the realm of the 2013 curriculum implementation, the educator's adaptability emerges as a linchpin for effective educational delivery. Guided by the insights of scholars like David (as cited in Muth'im, 2014), teaching is aptly characterized as a multifaceted blend of actions orchestrated by educators to transmit knowledge with the ultimate goal of fostering learning. In the context of teaching English as a foreign language, a nuanced understanding of the class's current dynamics becomes paramount. This knowledge forms the bedrock upon which instructors can meticulously select and deploy optimal teaching strategies, attuned to the unique needs of students.

In particular, within the sphere of the 2013 curriculum's implementation, a comprehensive study examines the strategies deployed by English educators to interpret the K-13 framework in teaching English as a Foreign Language (EFL). This exploration, carried out amongst English teachers at SMP 1 Lingsar, West Nusa Tenggara, West Lombok, delves into the intricacies of aligning diverse curricular variations with effective teaching methodologies. A pivotal facet of this study centers on elucidating the strategies that educators employ to enhance the broader landscape of EFL instruction within the K-

13 framework. Notably, the significance of instructors' tactics in fostering English language acquisition resonates as a cornerstone, contributing to the overarching goal of augmenting EFL teaching standards.

This study's empirical findings assume a pivotal role in affording insights into the pragmatic application and inherent benefits of the 2013 curriculum. These insights hold the potential to inform educators, administrative bodies, and governmental agencies about the efficacies of this curriculum iteration. Additionally, this research is poised to make a substantial contribution toward the evolution of EFL teaching strategies that are intrinsically aligned with the tenets of the 2013 curriculum. Furthermore, these findings are anticipated to serve as a foundational platform for educational policymakers, propelling the enhancement of professional practices within the realm of education (Tryzna & Al Sharoufi, 2017).

B. Methods

The researcher adopted a qualitative research approach for this study, drawing upon the insights of Creswell, who defines qualitative research as a methodology employed to investigate complex issues or phenomena (Creswell, 2013). Within this context, the researcher's primary objective was to delve into the intricacies of the subject matter, seeking in-depth and comprehensive insights into the problem at hand. Central to this

research endeavor was the exploration of the approach, methodologies, activities, and the resultant student responses to instructors' teaching tactics in the context of English language instruction.

The research site or location serves as the backdrop against which the study was conducted, serving as the avenue for exploring the research topic. The focus of this investigation revolved around teachers' strategies for comprehending and effectively implementing the Curriculum 2013 (K-13) to elevate English as a Foreign Language (EFL) teaching practices at SMPN 1 Lingsar. The choice of this specific school was driven by its suitability for data collection. This institution facilitated data gathering owing to factors such as accessibility, and the participation of willing teachers who could share their experiences, engage in activities, and contribute to interviews without any undue constraints.

To collect pertinent data, the researcher employed Purposive Sampling, a method characterized by the selection of a sample based on specific predetermined criteria that align with the research objectives. In this context, the selected subject was a singular English instructor responsible for teaching pupils at SMPN 1 Lingsar during the 2021/2022 academic year. The data collection process encompassed two distinct types of data: Primary data was acquired through an interview with the

teacher, with a focus on garnering insights into classroom activities within the teaching and learning processes. On the other hand, secondary data emanated from observations carried out via recording.

In aligning the teacher's instructional approach with theoretical foundations sourced from scholarly literature, the researcher established a coherent link between practice and theoretical underpinnings. The researcher's methodological strategy for data collection encompassed two principal avenues: observation and interviews. Drawing inspiration from Creswell, behavioral observation and document analysis served as valuable methods for gathering qualitative data (Creswell, 2013). This two-pronged approach entailed engaging in dialogues with individuals and scrutinizing relevant documents to glean a holistic understanding of the research context and subject matter.

C. The Significance of Curriculum in Indonesia

A curriculum serves as a cohesive framework encompassing content, instructional materials, plans, and methodologies for the execution of teaching and learning activities (Sofiana, 2019). Furthermore, the definition put forth by Mulenga echoes this sentiment, elucidating that a curriculum embodies what is taught within an educational setting, representing a structured compilation of courses and activities geared towards achieving

specific educational objectives (Aristiawan & Herman, 2021b). In essence, it encompasses the subjects and activities integral to the educational system.

The educational landscape of Indonesia has undergone multiple iterations of curriculum revisions, with the 2013 curriculum emerging as a product of twenty-first-century educational reforms. This paradigm shift aimed to address prevalent educational challenges within the Indonesian context. Under the stewardship of Muhammad Nuh, the Minister of Education and Culture at the time, it was acknowledged that Indonesian student achievement lagged behind global standards, necessitating a comprehensive overhaul of the Indonesian curriculum to align it with global educational trends (Firman, Friscilla, et al., 2019b).

The scope of the 2013 Curriculum extends across both primary and secondary education levels. At the primary level, the educational landscape encompasses elementary education or Sekolah Dasar (SD), as well as junior secondary education known as Sekolah Menengah Pertama (SMP). The secondary education phase is bifurcated into General Secondary School (SMA) and Vocational Secondary School (SMA Kejuruan) (SMK). This approach represents a transformative departure within Indonesian education and is poised to potentially

influence educational methodologies in various other countries as well (Hasan, 2013).

Indonesia's curriculum journey has traversed various iterations, transitioning from the most recent KTSP curriculum to the current 2013 curriculum. After thorough deliberation, the Republic of Indonesia's Ministry of Education and Culture officially introduced the 2013 Curriculum for implementation starting from the 2014-2015 academic year (Darsih, 2014). With an eye towards the future, Naser (Hasan, 2013) underscores the government's endeavor to pave the way for the next generation's preparedness by introducing the 2013 curriculum, envisioning its efficacy for the year 2045.

The transformational intent of curriculum reform is underscored by the assertions of Sari (Hasan, 2013), who underscores the pivotal role of factors such as student engagement, comprehensive assessment, character education, robust competencies, and an effective evaluation mechanism. This comprehensive reform is envisioned to imbue students with proactive participation and sterling character attributes, aligning with the ethos of the new curriculum's adoption.

D. Exploring Effective Teaching Strategies for Enhanced Learning Outcomes

Within the realm of education, strategies are carefully crafted and systematic plans that drive the achievement of specific objectives or desired outcomes. As highlighted by Aristiawan & Herman (2021b), a strategy serves as a blueprint, encompassing methods, techniques, and a series of actions meticulously designed to attain educational goals. In the context of teaching, a strategy refers to a thoughtfully constructed plan employed by educators to facilitate the realization of learning objectives. Of particular importance in the pursuit of these objectives is the judicious selection and application of appropriate teaching strategies. The role of strategies in the learning process is pivotal, influencing the attainment of successful learning outcomes (Aristiawan & Herman, 2021b).

In the pursuit of effective teaching and enhanced learning, a diverse array of teaching and learning strategies hold the potential to engage students and cultivate critical thinking. Among these strategies, "Teacher Questioning" emerges as a method that encourages critical thinking skills to flourish. This approach involves a spectrum of questions ranging from factual inquiries, which aid in retaining presented information, to higher-level questions that necessitate deep student engagement for analysis and evaluation.

The paradigm of "Active and Cooperative Learning Strategies" fosters interactive participation by encouraging students to partake in discussions and share their perspectives. These strategies encourage profound learning and the development of critical thinking through collaborative dialogues that stimulate the exchange of ideas and viewpoints. "Discussion Groups," on the other hand, offer a platform for students to delve into diverse viewpoints. This format stimulates critical thinking and teamwork, fostering cognitive growth through deliberate discourse. The structured approach of "Debate" serves as a conduit for honing critical thinking. This method necessitates extensive research, the formulation of compelling inquiries, the identification of inconsistencies, and the construction of well-founded, evidence-driven arguments.

Furtermore, "Role-Playing" is a dynamic technique that facilitates the cultivation of initiative, communication prowess, and creative problem-solving. It instills a range of skills essential for contemporary success, encompassing not only social adeptness and teamwork but also proficiency in scientific processes. "Inquiry Project-Based Learning" represents an amalgamation of inquiry-based and project-based learning approaches (Ismail, 2014). It empowers students to tackle challenges within their areas of interest, fostering problem-solving acumen and contributing to the collective pool of knowledge.

Lastly, "Project-Based Learning (PBL)" equips students with quintessential 21st-century competencies, including critical thinking, effective communication, collaboration, leadership, and creative prowess. PBL immerses students in multifaceted learning experiences that mimic real-world complexities, preparing them for the intricate challenges of modern society (Harada et al., 2015). Thus, these multifarious teaching strategies serve as catalysts, invigorating the learning voyage and nurturing students to excel within the constantly evolving landscape of education. Through the strategic application of these pedagogical approaches, educators can foster not only academic growth but also the development of indispensable life skills required for success in a dynamic world.

E. The Challenges Teachers Face in Curriculum Development

The pivotal role of teachers in the process of curriculum development cannot be overstated, as it is intertwined with meeting the evolving demands of society. At every juncture of curriculum creation, teachers are called upon to take action and introspectively consider the societal needs that must be addressed. However, the path that teachers are required to tread in this endeavor is not always clear-cut. A pertinent case is observed in South Africa, where a substantial number of teachers lack formal training and the requisite competencies to actively engage in curriculum development. The intricacies of

their participation in this intricate process give rise to a multitude of challenges, creating a complex scenario for educators (R. Ramparsad, 2001).

In the South African context, the challenges that teachers encounter during their involvement in curriculum development stem from the intricate nature of the process itself. The demand for their participation can often be perplexing and demanding, further exacerbated by their inadequate training and unfamiliarity with the intricacies of curriculum building (R. Ramparsad, 2001; S. Ramparsad, 2001). This confluence of factors presents a formidable obstacle for educators, one that calls for a multifaceted solution.

Addressing these challenges requires a proactive approach, necessitating substantial advancements in teacher education. A transformative shift is imperative, wherein educators are equipped with the necessary skills to conscientiously contemplate the societal requisites at each stage of curriculum development. The enhancement of teacher education is instrumental in empowering educators to navigate the intricacies of curriculum development with competence and confidence. However, the realization of such an ambition is not uniform across the teaching fraternity.

It is evident that not all educators are equipped to fully engage in the curriculum implementation process. Hence, a resolute emphasis on continuous professional development emerges as a vital determinant of the efficacy of curriculum development and subsequent implementation (Handler, 2010). This underscores the paramount importance of comprehensive and ongoing teacher education programs, which serve as the bedrock for aspiring educators to undertake curriculum development research and execution with astuteness.

Hence, the challenges encountered by teachers in the realm of curriculum development are indicative of the intricate nature of the process itself. It is incumbent upon educational institutions and stakeholders to pave the way for educators by providing robust training, fostering a deep understanding of societal needs, and fostering a culture of continuous professional development. As educators surmount these challenges and embrace their role in shaping the educational landscape, the harmonious synergy between curriculum development and effective teaching practices can be harnessed to the benefit of students and society at large.

F. The Significance of Teachers in Curriculum Development and Implementation

Undoubtedly, the linchpin of the curriculum implementation process is the teacher. Endowed with expertise, experiences,

and a repertoire of skills, teachers assume a pivotal role in any curriculum-building endeavor. Their centrality arises from their profound understanding of teaching practices, which positions them as the primary conduits for the delivery of the curriculum within the classroom setting. It is this symbiotic relationship between teachers and curriculum that galvanizes effective and meaningful learning experiences (Carl, 2009).

The teacher's pivotal role as a facilitator of learning underscores the crucial need for their active participation in curriculum development. In scenarios where a curriculum framework has been formulated externally, teachers are tasked with the pivotal responsibility of acquainting themselves with its nuances and intricacies. This necessitates a comprehensive understanding of the curriculum's content, objectives, and methodologies. The integration of teacher perspectives is imperative for a well-rounded curriculum that resonates with the unique dynamics of the learning environment. By infusing their viewpoints and insights, teachers can contribute to the refinement and contextualization of the curriculum, rendering it more responsive to the needs of students and the classroom setting (Carl, 2009).

However, it is not just a one-way street. While teachers are instrumental in shaping the curriculum, the curriculum, in turn, shapes teachers' instructional practices. As the curriculum

development team meticulously crafts the educational framework, they must recognize teachers as a dynamic component of the educational ecosystem. This interconnectedness underscores the reciprocal relationship between curriculum and teaching, wherein each influences and informs the other. This recognition places teacher involvement at the core of meaningful curriculum development (Carl, 2009).

The resonance between curriculum and effective teaching practices culminates in the classroom environment. As the final phase of curriculum development, teachers transform theoretical constructs into practical learning experiences. They are the architects of knowledge dissemination, skill cultivation, and critical thinking enhancement. The successful amalgamation of curriculum and effective pedagogy hinges on the teachers' expertise in translating educational ideals into tangible learning outcomes. This is where curriculum development attains its zenith, as teachers seamlessly bridge the gap between theory and practice, illuminating the path to comprehensive and impactful education.

Therefore, the teacher is not a mere executor but an indispensable cornerstone of the curriculum implementation process. Their contribution encompasses a comprehensive spectrum, from shaping curriculum frameworks to orchestrating dynamic learning environments. The interplay

between curriculum and teacher underscores the dynamic nature of education, where both entities continually shape and inform each other. By recognizing teachers' significance and involving them actively in curriculum development, educational institutions can create a harmonious synergy that propels effective learning and prepares students to thrive in an ever-evolving world.

G. Strategies, Challenges, and Insights in 2013 Curriculum Implementation for EFL Teaching

The findings of this study provide a rich tapestry of insights into the intricate world of implementing the 2013 curriculum within the realm of English as a Foreign Language (EFL) teaching. Delving into the strategies employed, challenges faced, and solutions devised, the findings present a holistic perspective on the curriculum's impact on both educators and students.

The foundation of these findings rests upon a meticulous interview with a seasoned English teacher, hereafter referred to as P1. P1's narrative provides a window into the strategies that educators employ to navigate the nuances of curriculum implementation. P1's adoption of Project-Based Learning (PBL) as a pivotal strategy stands out. By harnessing PBL's interactive and creative framework, P1 endeavors to nurture students' creativity and foster their active engagement with the curriculum. This approach is exemplified in P1's remark,

> "The teacher's teaching strategy aligns with K-13 and is tailored to the student's circumstances. Since the students at my school have not been exposed to English instruction in elementary school, we start from scratch. Problem-Based Learning is also occasionally integrated into our approach."

Furthermore, P1 delves into the nuanced advantages that the 2013 curriculum brings to the table, particularly for students with a foundational grasp of English. P1 expounds,

> "Applying the 2013 curriculum is notably advantageous, especially for students who possess foundational English skills from elementary school."

However, the implementation of any curriculum is seldom devoid of challenges. P1 candidly addresses both the merits and drawbacks of the 2013 curriculum. The merit lies in promoting student autonomy and encouraging self-driven exploration of content. Yet, P1 acknowledges that this approach suits a select few, posing challenges for those grappling with reading comprehension and interpreting English text. P1 eloquently articulates,

> "Students from rural backgrounds, like those in my mother's school, require additional support in acquiring knowledge compared to students in more privileged settings."

In essence, these findings epitomize the intricate dance between curriculum strategy and the practical challenges faced by educators. P1's innovative utilization of PBL underscores the teacher's role as a dynamic orchestrator of learning experiences. The dichotomy between advantages and challenges underscores the importance of customized support for students with varying backgrounds and learning capacities. As the curtain falls on these findings, it is evident that the journey of curriculum implementation is a continuum, wherein educators navigate challenges and harness strategies to empower a diverse student cohort.

H. Insights and Considerations in Curriculum Implementation

Within this analytical discourse, we delve into the responses that have emerged from the interviews conducted, aiming to illuminate the intricate relationship between strategies and challenges inherent in the process of curriculum implementation. Drawing upon the insights gleaned from these interviews, an overarching theme becomes evident—the adaptive prowess of instructors at SMP 1 Lingsar in the implementation of the 2013 curriculum. A multifaceted approach characterized by tailoring pedagogical strategies to the unique circumstances of students is a prevailing trend. Notably, a prevalent pedagogical technique found to be of substantial utility is the utilization of project-based learning.

This strategic selection aligns with educational scholarship, such as the scholarly contributions of Harada et al. (2015), which elucidate the efficacy of project-based learning methodologies in enhancing students' learning outcomes.

Furthermore, an important dimension of this adaptive approach is the educators' concerted efforts to address the foundational disparities among their students. Specifically, the participants underscore the challenge of working with a cohort where many had not been exposed to the rudiments of English during their elementary school years. In consequence, the instructors' strategic implementation of the 2013 curriculum necessitates an initial adaptation to these baseline gaps in language proficiency. This adaptive approach epitomizes pedagogical responsiveness that underscores the educators' commitment to optimizing learning experiences for their students.

Intrinsically linked to these innovative strategies are the array of challenges encountered by educators during the execution of the 2013 curriculum. These challenges surface as multifaceted impediments that impact the effectiveness of the educational process. One prevalent challenge pertains to the educators' perceived deficiency in mastery of teaching methodologies. This deficit in pedagogical expertise poses a discernible challenge to fostering an optimal learning environment. Likewise, the complexity of English comprehension further

compounds the teaching landscape, often manifesting as students' misconceptions and misapprehensions that hinder the seamless flow of instruction.

Moreover, the dearth of comprehensive teaching training emerges as a critical concern, engendering a distinct asymmetry in the educators' ability to navigate the evolving pedagogical landscape effectively. This educational asymmetry is not confined to the teachers' domain alone, as student motivation emerges as an integral facet of the pedagogical equation. The issue of motivation, or the lack thereof, forms a formidable challenge that educators at SMP 1 Lingsar grapple with, intricately interwoven with the broader framework of effective curriculum implementation.

An additional layer to this intricate web of challenges is the practical constraint of congested classrooms. This physical constraint, as articulated by the educators themselves, exerts a palpable influence on the efficacy of instructional strategies. The inherent difficulties posed by crowded classrooms in arranging and managing students underscores the complex logistical dimension that educators must grapple with. The dynamics of teaching and learning are inherently intertwined with the spatial arrangements, thereby underscoring the multifaceted nature of the challenges educators confront.

Thus, the discourse unearthed within this section reveals an intricate tapestry of innovative strategies and multifarious challenges that coalesce within the landscape of curriculum implementation. This exploration transcends the mere elucidation of findings, offering a panoramic view into the educators' pedagogical realm and the intricate interplay between strategies and challenges that shape the educational endeavor.

I. Conclusion

This study stands as an endeavor of profound significance, aiming to unravel the intricacies underlying the implementation of the 2013 curriculum in the realm of English as a Foreign Language (EFL) teaching. Guided by a set of meticulously formulated research questions, this study embarked on a journey to illuminate the tactics employed by instructors to enact this curriculum within the context of EFL pedagogy. Through rigorous interviews and reflective analysis, the findings have cast a revealing light upon the landscape of curriculum implementation.

One salient revelation emanating from the interviews is the nuanced utilization of tactics by English instructors at SMP 1 Lingsar. However, discerning scrutiny also uncovers elements of uncertainty that shroud the manner of their implementation. Delving into the fabric of these tactics, the study surfaces a

spectrum of pedagogical methodologies that engender active learning. Such methodologies encompass a range of interactive strategies—teacher responses, group discussions, debates, role-playing, inquiry-based learning, project-based learning, and harnessing the potential of social media platforms. These strategies, embedded within the ecosystem of active learning, serve as the linchpin for realizing envisioned learning objectives.

The strategic deployment of these pedagogical tactics bears profound implications, shaping the trajectory of students' growth as autonomous, proficient, and impactful individuals. This anticipated outcome is underpinned by the implicit understanding that the implementation of the 2013 curriculum is intrinsically tied to cultivating a cohort of learners who embody creativity, innovation, self-reliance, and efficacy. In the crucible of SMP 1 Lingsar, the implementation of this curriculum thus emerges as an endeavor that transcends conventional educational paradigms, seeking to instill within students a transformative agency that extends beyond the classroom and permeates the broader societal fabric.

Yet, amidst the tapestry of innovative tactics and lofty aspirations, the study does not shy away from delving into the challenges that underlie the pedagogical landscape. Particularly germane is the poignant depiction of the multifarious challenges

faced by EFL instructors. In this intricate pedagogical tapestry, the heterogeneity of students' personalities emerges as a significant challenge that compels instructors to navigate the variegated contours of individuality. This heterogeneity manifests in various dimensions—be it students grappling with self-doubt, grappling with the dearth of foundational English skills due to the absence of prior exposure in primary education, or grappling with the scarcity of reliable English language resources.

The symphony of challenges finds resonance in the educators' determined endeavors to chart effective solutions. Employing a multifaceted approach, educators steer a course toward empowerment. Initiatives such as leveraging dictionaries and supplementary tools to augment students' English language proficiency, tailoring instructional methods to the diverse student demographic, fostering a nurturing classroom environment, and employing a gradual, scaffolded approach to teaching from the rudiments upwards, underscore the educators' proactive response.

Therefore, this study encapsulates an intricate panorama—a juxtaposition of innovative tactics against the backdrop of challenges. The journey navigated by EFL instructors in implementing the 2013 curriculum unfurls as a testament to their unwavering dedication. This investigation, while

illuminating challenges, accentuates the resilience and commitment of educators who labor to sculpt an enriched learning experience, capable of transcending the boundaries of the classroom and propelling students toward a future imbued with capabilities, confidence, and comprehension.

CHAPTER IV
TEACHERS' STRATEGIES IN INTERPRETING K13 IN ISLAMIC-BASED JUNIOR SCHOOLS

A. Introduction

At the heart of the educational endeavor lies the curriculum – an intricate blueprint that orchestrates the learning voyage. As education continues to evolve in the contemporary era, marked by a dynamic flux of innovative pedagogies, the creation of educational modules such as the K13 demands a compass calibrated toward learning success. In this context, this study emerges with a paramount objective – to delve into the strategies wielded by educators in deciphering the K13 curriculum to augment the practice of English as a Foreign Language (EFL) instruction at MTs Al-Mujahidin. The study's compass is cast in the qualitative methodological mold, employing the in-depth richness of interviews and observations as data anchors. Navigating this qualitative journey, the focal participants encompass the educational stewards of MTs Al-Mujahidin – principals and English teachers, their voices serving as the conduits to unravel the intricate web of curriculum interpretation and instructional implementation.

As the empirical landscape unfolds, it unveils the canvas of strategies that instructors weave to align with the contours of K13's curriculum. Among the diverse pedagogical threads, the

faculty at MTs Al-Mujahidin adroitly wields the tools of inquiry-based learning, project-based learning, role-play, and the strategic employment of questioning techniques. These pedagogical levers are deftly employed to kindle the flame of students' learning ardor and nurture latent skills that dovetail seamlessly with the K13 implementation. Yet, amidst the resplendence of strategies lies a realm of challenges. The narrative of challenges encompasses the scarcity of essential infrastructural resources, a dearth of human resources, and the intricacies of navigating students' motivation within the framework of K13's nuanced requirements. The labyrinthine pathways of K13 implementation further surface, revealing a matrix of complexity for educators to traverse. This complexity is evident in the multifaceted nature of student assessment within the K13 paradigm – a realm necessitating teachers to discerningly evaluate students against a myriad of criteria.

The curriculum, as a pivotal element in the educational process, assumes a fundamental role in shaping the trajectory of learning. Designed as a meticulously crafted program, it serves as a blueprint to actualize educational goals (Hermawan et al., 2020). In the Indonesian context, the curriculum stands as a guiding beacon for schools, fostering effective and efficient education. The perpetual pursuit of an evolving educational landscape prompts the government's unwavering commitment to refining and perpetuating the curriculum. It's worth noting

that the quintessence of curriculum creation doesn't solely hinge on the pursuit of an ideal framework, but rather on its effective implementation (Ahmad, 2014a). One such curriculum, the Kurikulum 2013 (K13), underscores this paradigm, encompassing the aspiration to enhance and harmonize attitude, skill competencies, and knowledge (Andiyanto, 2017). The ultimate vision of K13 resides in sculpting individuals poised for international competitiveness, poised with productivity, creativity, and innovation. Within this framework, K13 engenders a conscientious selection of teaching methodologies, given their pivotal role in the learning journey and the attainment of educational objectives. This curriculum affords educators and learners a spacious arena for interaction, fostering an environment that fosters effectiveness in pedagogy.

K13 is a beacon of hope in Indonesia's educational advancement, especially in the realm of English as a Foreign Language (EFL) teaching. Rooted in the exigencies of Indonesia's educational landscape, K13 assumes the role of an antidote, bridging the chasm between educational needs and aspirations. Nevertheless, the translation of K13's promise into action is far from a seamless process. The meticulous rollout of K13 demands preparedness, yet the ground realities often present a stark contrast. The execution pivoted on the school's readiness and teacher engagement, frequently falling short of the envisioned expectations. The entrenched adherence to

established methods inhibits the infusion of creativity and effectiveness expected by K13, warranting not just teacher innovation, but also institutional readiness and oversight. The implementation of K13, being an endeavor to address multifaceted challenges, necessitates an investment of substantial time.

K13's emergence as an instructional compass spurs an array of concerns. The efficacy of teacher strategies within the K13 framework, the learning process's success, and its subsequent impact on skill mastery, attitudes, and knowledge acquisition, all culminate as focal points. The preparedness of pupils to engage with these strategies and the successful transition from the previous curriculum are additional dimensions of concern. These concerns underscore the urgency of this research, specifically at MTs Al-Mujahidin. The paradigm shift to a new curriculum inevitably begets adjustments across educational spheres, prompting teachers to grapple with the dichotomy between established practices and the novel K13 ethos. Hence, this study endeavors to scrutinize the implications of these concerns and the strategies teachers deploy in navigating the transition, specifically investigating how the teachers' strategies in implementing K13 influence the enhancement of EFL teaching practices at MTs Al-Mujahidin while navigating the transition from the old curriculum to the new.

B. Methods

The present research employs qualitative research methods, characterized by the utilization of verbal data expression and analysis, circumventing statistical approaches. Notably, the study adopts a descriptive approach, directed at comprehensively portraying the phenomenon under scrutiny. This methodological endeavor falls within the ambit of field research, meticulously probing into the strategies employed by educators in interpreting K13 to bolster EFL teaching practices at MTs Al-Mujahidin. Central to this research's methodological underpinning is the transformation of research subjects into informants, tapping into their reservoir of insights and experiences. The judicious selection of these subjects stems from their representative roles and adaptation within the context of MTs Al-Mujahidin. In this vein, the research cohort encapsulates a population and corresponding sample that resonate with the phenomena of interest, comprising the headmasters and English teachers of MTs Al-Mujahidin.

The research instruments wielded in this investigation serve as conduits for unraveling findings and revelations. The research process integrates note-taking and structured interview sheets, devised for both the Head Master and teachers at MTs Al-Mujahidin. This strategic incorporation expedites data collection and analysis, underpinning rigorous exploration. Observation, a cornerstone of data collection, leverages the art

of keen perception to accrue relevant information. This method operates as a bulwark against interpretive deviations, encapsulating the meticulous scrutiny of the targeted phenomena. The technique entails immersing oneself in the phenomenon, directing heightened sensory awareness toward the objects of study. In this research endeavor, observation is instrumental in closely dissecting various teacher programs and activities aligned with the strategies for interpreting K13 to fortify EFL teaching practices at MTs Al-Mujahidin.

Complementing observation, interviews form a vital facet of the research methodology, facilitating a dynamic exchange of questions and answers. This communicative mode enables the retrieval of oral information from participants, holistically informed by the specific research agenda. The interviews were conducted face-to-face, engaging the Head Master and English teachers of MTs Al-Mujahidin. These interactions offered a platform for participants to expound upon and elaborate their pedagogical practices, with a focused set of questions guiding the discourse, aligning with the central theme of the study.

C. The Role and Evolution of Curriculum in Education

The significance of the curriculum within the realm of education is profound, as it wields the potential to be the foremost determinant of educational efficacy. In essence, a curriculum encapsulates a meticulously curated assortment of

subjects and exercises meticulously designed to fulfill specific educational objectives. It can be posited that the subjects and activities comprising the educational framework collectively constitute the content. Within Indonesia, periodic curriculum revisions occur approximately every decade, serving as catalysts for fortifying the nation's educational fabric (Aristiawan & Herman, 2021a). Cognizant of the imperative to prepare the forthcoming generation for the challenges of 2045, the Indonesian government introduced the novel K13 curriculum. Notably, the curriculum furnishes a cornerstone for crafting innovative pedagogical approaches and lesson plans in the domain of language instruction (Meldia & Kardena, 2022). Embedded within the core of curriculum reform lie pivotal constituents such as character education, appropriate competency standards, comprehensive assessment modalities, and a robust evaluation framework. The anticipated outcome of these efforts is the cultivation of engaged learners infused with high moral character—a quintessential consequence of the new curriculum's implementation.

Over time, the evolving curriculum emerges with diverse foundational underpinnings, exemplified by the K13 curriculum. K13, in particular, is underpinned by a theoretical framework rooted in a competency-based curriculum and standards-driven education (Nuraeni et al., 2020a). The tenets of competency-based learning underscore the paramount

importance of students showcasing desired learning outcomes, constituting a pivotal facet of the overarching learning process. Consequently, K13's fabric is interwoven with abundant guidelines that underscore practical application and an elevated emphasis on demonstrative aptitude. A marked departure from its antecedent, K13 mandates heightened student engagement and propels educators into the role of learning facilitators. Although its initial implementation might evoke a certain degree of culture shock among students, the essence of K13's design is to draw learners closer to its designated objectives—a transformation not bereft of merits and demerits that stimulate a more active role for educators.

D. Challenges in Implementing K13: Interpretation and Technological Integration

The transition to the K13 curriculum in English Language Teaching (ELT) practices introduces a nuanced dimension of interpretation for educators. While grappling with the expansive concepts embedded within the K13 framework, instructors are required to engage in accurate and thorough interpretations. However, as the curriculum is translated into practical classroom principles, the interpretative process tends to be influenced by teachers' procedural and conceptual expertise. This selective interpretation is further shaped by considerations of ease of application facilitated by the dynamic elements within K13. Consequently, it is plausible to hypothesize that

teachers' perceptions and interpretations of K13 in the context of ELT practices are intricately woven with their existing knowledge, pedagogical beliefs, teaching methodologies, the regulatory demands outlined in governmental policies, and potentially downplaying their potential to reshape learning environments to suit the new paradigm.

Among the prominent hurdles encountered by educators during the implementation of K13 is the challenge posed by the lack of comprehension in terms of application. This limitation arises from teachers' insufficient grasp of the technological tools integral to K13's foundation (Wiranti et al., 2021). Proficiency in technology is pivotal in influencing the effectiveness of curriculum implementation, as it plays a significant role in facilitating modern pedagogical practices. Regrettably, the deficiency in this vital area remains a primary factor contributing to the less-than-optimal effectiveness of K13's integration. In the 21st-century landscape, technology has become intrinsic to various spheres, including education. The K13 curriculum heavily relies on technological mediums for effective execution, underscoring the need for educators to bridge the gap in their technological literacy. Embracing technology and harnessing it as a potent learning tool could significantly augment the successful implementation of the K13 curriculum.

E. Fostering Effective Learning Strategies by Educators in K13 Implementation

Effective curriculum implementation hinges on the adept use of strategies by teachers within the classroom environment. A teaching strategy stands as a meticulously devised plan executed by an instructor to achieve predetermined learning goals. The vitality of a diverse repertoire of teaching tactics cannot be overstated, as their judicious application paves the way for a successful teaching and learning process within the classroom setting (Wulandari, 2020). To harness the potential of K13's learning framework, the adoption of appropriate teaching strategies becomes imperative. Notably, these K13-aligned strategies are tailored to the unique needs of students and the subject matter at hand, signifying their dynamic nature in response to the instructional context.

Central to the educational landscape is the understanding that teaching is intrinsically linked to facilitating effective learning. In this pursuit, the impact of teacher strategies is of paramount importance. The efficacy of instruction lies in its ability to nurture learning; any deviation from this renders the objective unachieved. Delving into specific teaching techniques, the following strategies have proven to be effective instruments in the hands of educators within the classroom milieu (Ayua, 2019).

Active and Cooperative Learning Strategies --- The integration of active and cooperative learning methodologies places a spotlight on collaborative student engagement, interaction, and participation. This pedagogical approach accentuates the development of students' skill sets, including creativity, critical thinking, collaboration, and communication. The formation of active groups and the cultivation of cooperative learning dynamics empower students to not only share ideas but also take on roles of responsibility, thereby fostering their autonomy, initiative, and social competence.

Project-Based Learning --- Project-based learning (PBL) emerges as an innovative strategy that offers students the opportunity to acquire knowledge and skills through hands-on projects rooted in real-world challenges (Piaw, 2012). By engaging students in projects that mirror authentic predicaments, PBL inculcates quintessential 21st-century competencies such as critical thinking, effective communication, collaborative teamwork, adept problem-solving, and imaginative creativity.

Inquiry-Based Learning --- Inquiry-based learning represents a learner-centric approach that prioritizes problem-solving and the cultivation of critical thinking abilities. Through this methodology, students actively participate in constructing

inquiries and identifying challenges, promoting skills such as independent thinking, logical reasoning, and application of acquired knowledge. The deployment of inquiry-based learning fortifies the learning process, enabling students to engage more deeply with the subject matter.

Inquiry Project-Based Learning --- Marrying the principles of project-based learning and inquiry-based learning, this innovative approach prompts students to formulate questions aimed at addressing pertinent issues within their chosen domains. By undertaking group endeavors encompassing data collection, analysis, and management, students devise solutions and generate reports, thus engendering a comprehensive and digitally augmented learning experience.

These multifaceted teaching strategies collectively underscore the dynamic nature of the pedagogical process. Furthermore, their flexibility allows for their judicious modification to cater to the specific context and learning environment, ensuring an optimal alignment with the goals of K13 implementation.

F. The Challenges Encountered by Teachers in K13 Implementation

The challenges confronted by teachers in the implementation of K13 primarily revolve around two critical aspects: the deficiency in school facilities and human resources, along with

students' motivation. During the interview phase, a teacher illuminated the intricacies of executing K13-based learning, underscoring the paramount necessity of comprehensive learning media as a pivotal catalyst for the teaching-learning continuum. Regrettably, the school grapples with an acute scarcity of updated and complete educational resources, manifesting as inadequacies in essential materials like books. Consequently, educators are compelled to embark on independent endeavors to bridge this resource gap. In their quest to identify pertinent teaching materials, teachers expressed the indispensability of minimum technological infrastructure such as computers, internet access, and projectors. Given K13's design to foster active student engagement, the availability of comprehensive facilitations assumes heightened significance, signifying that robust infrastructure augments the likelihood of successful K13 implementation. In essence, the resolution of facility-related challenges is contingent upon the provision of essential resources.

Conversely, educators voiced concerns regarding the intricate K13 assessment procedures. These challenges revolve around the daily evaluation of students in alignment with specified benchmarks. The multifaceted nature of the K13 assessment encompasses spirituality, social attitudes, knowledge acquisition, and skill proficiency. Each indicator corresponds to

distinct assessment components. Aligned with the overarching K13 philosophy, this assessment paradigm accentuates the nurturing of students' holistic personalities. Moreover, teachers adopt a discerning approach, observing students' conduct during learning activities to gauge their social and spiritual progression. Reflecting this sentiment, Teacher B remarked, "The K13 presents a considerable challenge; the associated workload is substantial and ideally requires a more accommodating timeframe. Conducting individualized assessments for each student within a compressed schedule proves intricate. I find it perplexing to execute performance evaluations comprehensively and conclude the assessment process within a single day." Thus, the findings underscore the nuanced complexities embedded in K13 implementation, encompassing resource provisioning and the intricate intricacies of assessment practices. These challenges elucidate the symbiotic relationship between pedagogical objectives, structural support, and the pragmatic execution of K13 principles.

G. The Teacher Strategies in Implementing K13

The strategies employed by teachers in implementing K13 at MTs Al-Mujahidin reflect a nuanced amalgamation of the previous curriculum's approaches with the tenets of K13. The teacher's apprehension about the comprehensive adoption of K13 stems from the foundational reality that the students'

foundational level does not seamlessly align with K13's requisites, which emphasize autonomous learning. Consequently, teachers adeptly intertwine elements that resonate with students' interests alongside K13's content. This fusion not only enhances students' motivation but also affords them broader participation opportunities within the learning process.

In actualizing K13 principles, the teacher champions a learner-centered approach, centralizing the instructional activities around the learners' perspectives. This learner-centric pedagogy is systematically cultivated through an assortment of techniques. Students are entrusted with significant autonomy, ushering in a learner-centered environment aligned with K13's tenets. Concurrently, the learning environment is transformed into a dynamic locus for the cultivation of the expected competencies. Engaging students in role-plays, often tethered to scenarios relevant to their surroundings, constitutes a noteworthy facet of this pedagogical approach. This deliberate synthesis of strategies, including technological interventions, notably social media, invigorates the learning milieu.

Facilitating group discussions and debates complements this multifaceted instructional repertoire, addressing the innate ebb and flow of student engagement. Central to both teachers' methodologies are project-based learning, inquiry-based

learning, and role-play. The adoption of project-based learning is underpinned by its resonance with students' future needs and its efficacy in fostering comprehensive comprehension. Despite initial resistance due to the paradigm shift from the previous curriculum, the integration of varied methodologies effectively bridges the transitional gap and reinforces learning assimilation.

Instructor "B" further underscores the pivotal role of the previous curriculum's assimilation in facilitating seamless K13 integration. The educators' strategic selection of teaching methods, notably inquiry-based learning, and role-play, elucidate their intent to cultivate creativity and critical thinking among students. The transformative impact of these approaches is evidenced by the profound alignment of instructional practices with K13's educational objectives.

However, these strategies are not devoid of challenges. Teacher "A" candidly reveals that initial role-play activities were met with student hesitation, elucidating the complexities of venturing into novel pedagogical territories. Furthermore, the teachers complemented their repertoire with other methods such as the demonstration method and socio-drama. The demonstration method's visual appeal effectively illustrates abstract concepts, fostering comprehensive comprehension. Conversely, the socio-drama method leverages real-life

situations to contextualize learning content, fostering deeper engagement.

Therefore, the multifaceted strategies harnessed by teachers in implementing K13 resonate with the need for a cohesive pedagogical approach that effectively bridges the transition from the previous curriculum to K13. This fusion of methodologies, driven by pedagogical acumen and contextual relevancy, showcases the teachers' adeptness in fostering an effective and engaging learning environment that resonates with K13's core objectives.

H. Discussion and Pedagogical Implications

The introduction of K13 as a novel curriculum in English language teaching has posed challenges for both educators and students alike. In light of the nascent nature of K13, teachers have been required to innovate their teaching methodologies to effectively navigate this transition. Recognizing the students' relative unfamiliarity with K13, the English instructors at MTs Al-Mujahidin have adeptly combined various teaching strategies with K13, aimed at kindling students' interest and honing their existing skills. Principal among these strategies are project-based learning, inquiry-based learning, and role play, each of which plays a significant role in shaping the teaching and learning environment, both in alignment with the aims of K13 and the school's readiness.

Project-based learning assumes a pivotal role in cultivating the 21st-century skills that K13 seeks to foster. Within this framework, educators at MTs Al-Mujahidin facilitate the development of vital competencies such as teamwork, critical thinking, creativity, and technological literacy. By engaging students in projects based on real-world issues, educators skillfully steer their pedagogical approach toward nurturing well-rounded and proficient learners. Furthermore, the technique of posing questions at the outset of lessons cultivates critical thinking abilities, prompting students to analyze, evaluate, and synthesize information. This multifaceted approach encourages cognitive engagement, ensuring a more comprehensive grasp of the subject matter.

Inquiry-based learning strategies, employed in conjunction with the methods mentioned earlier, further enhance students' critical thinking skills. By encouraging active problem-solving and independent exploration, these strategies stimulate the formulation and identification of pertinent issues. The utilization of inquiry-based learning effectively promotes desirable learning outcomes, including the application of knowledge and the cultivation of logical reasoning abilities. These approaches are often supplemented with group discussions, providing a dynamic platform for diverse

perspectives and reflective learning, thus complementing the overarching pedagogical objectives.

Role play, as an instructional tool, serves as a conduit for cultivating a range of 21st-century proficiencies such as communication, creativity, and adaptability. By immersing students in simulated scenarios, educators foster collaborative communication, critical thinking, and leadership attributes. This method aligns seamlessly with K13's vision of preparing students for the multifaceted challenges of the modern world. The social media integration within the teaching process further amplifies students' literacy skills across information, media, and technology domains.

Amid these dynamic teaching strategies, challenges have emerged. Educators have grappled with incorporating the 21st-century skills embedded within K13, exacerbated by limited familiarity with instructional methodologies, waning student motivation, unpreparedness on both institutional and individual levels, and inadequate facilities. Overcrowded classrooms and educators' limited exposure to pedagogical techniques have posed obstacles to effective instruction. To mitigate these challenges, the implementation of effective classroom management techniques and the integration of relevant games have been suggested.

Additionally, the role of the school's readiness cannot be understated. The school's continuous improvement, regular evaluations, and proactive facility procurement and maintenance are imperative for a seamless transition to K13. As educators strive to harness K13's potential, it is evident that an ecosystem encompassing pedagogical innovation, institution-wide readiness, and an adaptive approach to challenges is crucial in realizing the curriculum's objectives.

I. Conclusion

In conclusion, this study has shed light on the strategies employed by EFL teachers at MTs Al-Mujahidin in interpreting K13 to enhance their English teaching practices. The integration of role-playing, questioning, inquiry-based learning, and project-based learning has enabled the cultivation of essential 21st-century skills among students. However, the challenges faced by these teachers in implementing K13 are evident, encompassing issues of diverse student personalities, inadequate school resources, lack of student motivation, and teacher proficiency in instructional methodologies. Despite these challenges, the study underscores the importance of proactive measures such as seeking independent teaching resources, engaging unmotivated students, and incorporating gamification techniques to make learning more engaging. As K13 continues to be integrated into education systems, addressing these challenges and refining these strategies will be

pivotal in fostering effective and enriching EFL teaching practices.

CHAPTER V
TEACHER'S STRATEGIES IN INTERPRETING K13 IN ISLAMIC-BASED JUNIOR SCHOOLS (2ND CASE)

A. Introduction

In the realm of education, the curriculum stands as an imperative framework, serving as a navigational tool to ensure that learning transpires in alignment with predetermined objectives. Among the curricula that have supplanted the KTSP framework is the K13, notable for its multifaceted goals, which encompass the transformation of teachers into facilitators, empowering students to exercise autonomy in their learning processes. However, a significant proportion of English instructors still grapple with fully apprehending the modus operandi of the K13 curriculum, particularly in terms of augmenting their pedagogical competencies to align with the overarching aspirations of K13. Because of this context, the principal objective of this study was to discern the methodologies employed by educators in harnessing K13 to elevate their instructional capacities, specifically within the domain of English language instruction. Consequently, the study was framed under the title "Teacher's Strategies in Interpreting K13 to Improve EFL Teaching Practices at MTS Nashriyah NW Sekunyit," and it relied on interview-based data collection, underpinned by a qualitative research approach

This study delves into the realm of "Teacher Strategies in Interpreting K13 to Improve English Teachers' EFL Teaching Practices on K-13," a curriculum mandated by the Indonesian government as part of its commitment to enhancing the quality of education within the nation. In response to this governmental initiative, it is anticipated that teachers, being pivotal players in the curriculum's execution, would manifest distinct interpretations of the K-13 curriculum. This diversity in interpretation holds the potential to lead to incongruities during its implementation, given the central role teachers play in curriculum development and enactment. In light of the historical context of teacher involvement in curriculum-related decision-making within Indonesia's educational landscape, it becomes apparent that the degree of teacher participation remains somewhat constrained.

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curriculum development and enactment. In light of the historical context of teacher involvement in curriculum-related decision-making within Indonesia's educational landscape, it becomes apparent that the degree of teacher participation remains somewhat constrained. The etymology of the term "curriculum" traces back to Latin origins, signifying concepts such as running, race, course, or career. The traditional interpretation of curriculum in the early 20th century denoted "the body of subjects or subject matters presented by educators for learners to cover" (Tanner, 1990). Pratt (1994) advanced the notion that curriculum pertains to the design of instructional activities rather than the act of instruction itself. This metaphor likens curriculum to a set of blueprints that guide the construction of a house. Additionally, the curriculum can be conceived as an instructional strategy, serving as a roadmap for educators to navigate the content they are required to teach.

Unarguably, the curriculum holds a significant position within the educational landscape. Indonesia's educational system has undergone several transformations, culminating in the advent of the 2013 curriculum. This shift was motivated by the need to enhance students' academic performance and align the curriculum with contemporary global educational trends, as envisioned by the former Indonesian Minister of Education and Culture, Nuh (as cited in Firman, Tersta, et al., 2019). Acknowledging the evolving international educational

landscape, the Indonesian curriculum sought to emphasize the development of critical thinking skills rather than rote memorization. This paradigm shift informed the construction of the 2013 curriculum, amalgamating insights from diverse practitioners and subject areas.

Consequently, the implementation of the K13 curriculum necessitates the adoption of suitable teaching methodologies. Educators must be equipped to effectively apply these approaches in congruence with the stipulations of K13. This alignment is essential to ensure the attainment of K13's prescribed objectives. Considering the unexplored nature of the study's title within the existing literature, we embarked on this investigation to shed light on the aforementioned issues. While several research endeavors have explored educators' preparedness to implement K13 (Firman, Tersta, et al., 2019; Iskandar, 2020), this study endeavors to delve deeper by elucidating teachers' strategies for K13 implementation to enhance their proficiency in teaching in accordance with K13's standards.

B. Methods

Each research study is driven by distinct objectives and purposes, which inevitably shape the methods and techniques employed in its execution. Research methodologies can be broadly categorized into three types based on their overarching

aims: fundamental research methods, applied research methods, and research and development methods. Moreover, research methodologies can also be classified based on the inherent characteristics of the subject or environment under study. This classification gives rise to three overarching categories: experimental, survey, and naturalistic methods. It's important to note that these classifications are not discrete, but rather interconnected along a continuum, blurring the boundaries between different research approaches. One of the most prevalent categorizations of research methods is the differentiation between quantitative and qualitative methodologies.

Quantitative research is characterized by its reliance on numerical data and statistical procedures. It often involves specific treatments and controls that follow precise, systematic, and quantifiable procedures. Consequently, it might appear less naturalistic, although it upholds a high degree of objectivity and neutrality. In contrast, qualitative research is conducted within naturalistic settings, aiming to comprehend and analyze social phenomena. This approach refrains from employing interventions or manipulations. Instead, it draws upon individual viewpoints and perspectives to interpret and make sense of the observed phenomena. Given that the interpretation in qualitative research is shaped by researchers, it is

acknowledged as potentially subjective; however, it proves to be a powerful tool for the intuitive exploration of societal issues.

For the study conducted during the odd semester of the 2021–2022 academic year, the research site was the Madrasah Tsanawiyah Nahdlatul Wathan, situated in Bunut Baok village, Abiantubuh Hamlet, Praya, Central Lombok Regency, West Nusa Tenggara Province. This study adopted a qualitative approach due to its intention to comprehend the intricacies of policy design, teachers' strategies, interpretations, and the implementation of K-13, specifically within the context of the ELT program at Mts Nashriyah NW Sekunyit. At this educational institution, English classes are instructed by two different teachers. The primary method employed for data collection was interviews, which allowed the researcher to analyze the collected information derived from interviews with the English teachers at the madrasa. Subsequently, the researcher analyzed the gathered data to draw meaningful conclusions based on the insights extracted from the interview responses.

C. Philosophical Foundations, Core Competences, and Implementation Dimensions

The curriculum serves as a comprehensive framework encompassing subjects and educational programs designed by educational institutions, outlining a structured plan of lessons to

be delivered during the educational period. The introduction of the K-13 curriculum is a continuation of the development of the Competency-Based Curriculum (KBK), which was initiated in 2004 with the integration of attitudes, knowledge, and skills in a holistic manner (Erizar et al., 2021). To effectively realize its goals, the curriculum encompasses a range of processes including exploration, elaboration, confirmation, observation, inquiry, analysis, reasoning, description, inference, evaluation, and creation.

The K-13 curriculum places a strong emphasis on character development and is underpinned by a values-based approach. The Core Competences, designated as KI-1 through KI-4, serve as markers of values integration. KI-1 corresponds to spiritual competence, KI-2 pertains to social competence, KI-3 encompasses knowledge competence, and KI-4 encapsulates the learning process, which is a synthesis of KI-3, KI-2, and KI-1. This learning paradigm incorporates both direct and indirect learning models, with the latter encompassing KI-1 and KI-2. Notably, there are no explicit learning materials dedicated solely to these two competencies as they are seamlessly integrated within the cognitive and psychomotor domains. This integration aims to minimize or eradicate rote learning and verbalism from the educational experience. The construction of achievement indicators is guided by Basic Competence,

abbreviated as KD, which assists educators in aligning teaching strategies with curriculum objectives (Ahmad, 2014b).

Regulation No. 69 issued by the Minister of Education and Culture of the Republic of Indonesia underscores that the K-13 Curriculum is established upon three foundational pillars: philosophical, legal, and conceptual dimensions. These pillars collectively provide the framework that governs the implementation and execution of the K-13 curriculum within the Indonesian education system.

In the pursuit of crafting a curriculum that nurtures well-rounded individuals, the notion of adhering exclusively to a singular educational philosophy is deemed inadequate. The complex endeavor of curriculum construction requires a fusion of various educational philosophies to yield individuals of quality, reflecting the dynamic nature of contemporary society.

Rooted in the ideologies of "standard-based education" and "competency-based curriculum," the K-13 Curriculum was meticulously formulated. The imperative of establishing national standards to uphold a minimum standard of societal quality forms the bedrock of standards-based education. This encompasses a spectrum of domains including content standards, process standards, graduate competence requisites, faculty standards, infrastructural standards, management

standards, funding criteria, and education assessment benchmarks. Parallelly, the competency-based curriculum is structured to provide a multifaceted learning journey to learners, fostering their behavior, knowledge, and capabilities. Central to the K-13 Curriculum is the duality of its construction: (1) the pedagogical framework underpinning teacher-led learning, manifesting as learning activities within educational institutions and their surroundings; and (2) students' individualized direct learning experiences, which are informed by their backgrounds, characteristics, and initial capacities. The amalgamation of these two facets results in tailored individual learning outcomes, which collectively coalesce to shape the broader curriculum outcomes.

The K-13 Curriculum is anchored in a robust juridical foundation, drawing legitimacy from several pivotal documents including the 1945 Constitution of the Republic of Indonesia, Law Number 20 of 2003 Concerning the National Education System, Law Number 17 of 2005 Concerning the National Long-Term Development Plan, in conjunction with the stipulations outlined in the National Medium-Term Development Plan, and Government Regulation Number 19 of 2005 Concerning National Education Standards, as further refined by Government Regulation Number 32 of 2005. These legal pillars not only affirm the curriculum's standing within the

national framework but also provide a clear directive for its development and implementation.

The integration of the K-13 Curriculum heralds a paradigm shift towards interactive learning environments, fostering heightened student engagement, dynamism, and character development, alongside transformative shifts in their cognitive processes. Instructors are tasked not only with imparting knowledge but also with devising effective learning strategies, infusing scientific approaches into pedagogy, and nurturing students' moral fabric (Depdikbud as cited in Erizar et al., 2021) (Depdikbud, as cited in Erizar et al., 2021). Nevertheless, Mulyasa's perspective introduces a nuanced view, asserting that the K-13 carries both advantages and drawbacks, as its successful implementation remains a work in progress, notably in terms of teachers' grasp of the curriculum. Many educators express uncertainties in teaching and assessing core competencies and fundamental competencies (Erizar et al., 2021).

Perception is an intricate cognitive process involving the transmission of information to the brain. Human beings are equipped with sensory organs that enable them to perceive their surroundings and interact with others. This process of sensory engagement shapes their perception of self and the external world. Employing their senses, individuals meticulously

observe, experience, and interpret external stimuli, enabling them to craft responsive actions following the presented stimuli (Erizar et al., 2021).

Snyder's (2001) analysis unveils three distinctive lenses through which curriculum implementation can be viewed: the integrity perspective, the mutual adaptation perspective, and the curriculum enactment viewpoint. The integrity and mutual adaptation perspectives posit that professionals and experts craft the curriculum, which educators then incorporate into their instructional plans. In contrast, the curriculum enactment viewpoint underscores the role of teachers and students in shaping the curriculum through evolving conceptual frameworks. This perspective treats government-provided curricula and instructional materials as tools that facilitate dynamic interactions between teachers and students within the classroom context (Iskandar, 2020).

Greenberg et al's (2014) elucidation clarifies teaching strategy as a systematic approach rooted in an understanding of the key variables inherent to instructional scenarios. This entails a meticulous selection of courses, specific classes, or even entire curricula to cater to distinct educational contexts. A teaching strategy transcends mere instruction by responding to community needs, catering to individualized learning, and tailoring interventions based on students' experiences and

emotions. In the educational realm, teaching strategies epitomize the mechanisms through which students assimilate knowledge and assimilate it into diverse facets of their lives, ultimately facilitating comprehensive and profound understanding.

D. Perception of K-13 Among English Teachers

The interview data, constituting an invaluable facet of this study, emanates from two distinct respondents, each responding to a trilogy of inquiries. These questions delve into the English teachers' comprehension of K-13, their pedagogical strategies employed when teaching English through K-13, and the impediments encountered during this instructional process. Regarding the perception of K-13 among English teachers, the inquiry yielded an array of diverse responses. Extracts from the interviews with the two participants offer illuminating insights. Teacher 1 presents a captivating perspective, characterizing K-13 as a fascinating departure from its predecessor.

K-13 embodies an educational paradigm that empowers students to voice their opinions and actively participate in the learning journey. This emphasis aligns harmoniously with nurturing the essential 4C attributes—communication, collaboration, creativity, and critical thinking. On the other hand, Teacher 2 offers a contrasting yet poignant viewpoint. While acknowledging the merits of K-13, Teacher 2

underscores the challenge posed by the dynamic nature of curricular revisions. Drawing parallels between different institutions, Teacher 2 elucidates that certain schools have embraced K-13 with comprehensive readiness, a sentiment not uniformly shared within the context of Madrasah Tsanawiyah. Teacher 2 reflects on the disparity in preparation and the resulting impediments faced by educators at their institution, prompting them to seek insights from fellow educators at a different public high school—individuals versed in the nuances of K-13 implementation. In essence, these interviews serve as a conduit to extract multifaceted perspectives, enriching the study's understanding of English teachers' cognizance of K-13, the strategies harnessed for effective instruction, and the hurdles encountered within this pedagogical framework.

E. Teachers' Instructional Approaches in Teaching English with K-13

The exploration of English teaching strategies within the framework of K-13 evoked a variety of responses from the participants. Their insights provide a glimpse into their distinct methodologies, revealing a tapestry of pedagogical perspectives. Here, we present an excerpt from the interviews to illustrate these diverse instructional approaches:

Teacher 1 elucidates their methodology as predominantly teacher-centered. This choice, though counter to the

recommended student-centered approach prescribed by K-13, is rooted in the context of teaching grades 7 and 8. The teacher acknowledges the English language's foundational nature for these learners, requiring a more directive stance. The teacher's active role in disseminating fundamental language skills is deemed necessary to build a robust linguistic foundation, enabling students to comprehend and subsequently apply English effectively.

Teacher 2, on the other hand, adheres more closely to the principles outlined in K-13. Guided by the curriculum's directives, this educator adopts a student-centered approach, especially apt for teaching grade 9 students. These learners, having been exposed to rudimentary English content in previous classes, possess a foundational understanding. This allows the instructor to facilitate a dynamic learning experience through project-based learning. By harnessing projects, students are actively engaged in collaborative and creative problem-solving, a strategy in harmony with K-13's instructional ethos. The alignment between the teaching guide within K-13 and the adopted methodology further underscores the integration of the curriculum's principles into classroom practices.

Therefore, the examination of teachers' strategies in English instruction through the lens of K-13 accentuates the diverse

methods they employ. These approaches, shaped by both contextual factors and curricular guidance, manifest as either teacher-centered or student-centered techniques. While one educator prioritizes foundational language skills, the other embraces collaborative and creative learning, demonstrating the malleability and adaptability of instructional techniques within the K-13 framework.

F. Challenges Encountered in English Teaching through K-13

The integration of K-13 into English teaching practices has unveiled an array of challenges perceived by educators. These hurdles, voiced by the participants, shed light on the intricacies of implementing K-13 within the English curriculum. An excerpt from the interviews serves to illuminate these obstacles:

Teacher 1 articulates a notable predicament tied to K-13 – the imperative for students to attain competency in the subject matter. The challenge is compounded by the fact that these students possess minimal prior exposure to English, necessitating a comprehensive start from the basics. This instructor's role is thereby accentuated, demanding heightened engagement to facilitate students' mastery of English structures and grammar. The teacher's vivid portrayal underscores the intricate task of building a solid foundation within the framework of K-13.

Teacher 2, meanwhile, underscores the challenges from a different perspective. The focal point is the application of K-13 itself, which presents a twofold dilemma. Firstly, the lack of facilities compatible with the curriculum impedes the teaching and learning processes. Secondly, the deficiency in familiarity with the instructional methods specific to K-13 further complicates matters. The absence of adequate resources and the dearth of comprehensive training hinder the correct implementation of K-13 principles. This instructor's narrative unravels the multifaceted nature of obstacles associated with integrating K-13 into the teaching environment.

Thus, the exploration of challenges confronted while employing K-13 in English teaching underscores the complexity of the task. The teachers' insights illuminate the uphill battle of nurturing competency in students new to the language while concurrently grappling with facility limitations and pedagogical unfamiliarity. Such challenges, framed within the ambit of K-13's transformative goals, underscore the importance of tailored support structures for educators to navigate these intricate terrains effectively.

G. Implications of the Study in Unveiling Challenges in K-13 Implementation

A pivotal aspect of this investigation lies in its revelation of the prevailing challenges encountered in the application of the K-

13 curriculum to English teaching techniques. The study's outcomes expose the persistence of conventional practices and entrenched viewpoints among educators, manifesting in the multifaceted realms of teaching plans, teaching processes, and assessment strategies. Distinct layers of the implementation process unveiled a complex interplay of factors shaping teachers' experiences:

Within the realm of teaching plans, the study highlights the transition of responsibility from instructors to a centralized entity. Instructors are mandated to adhere to predefined guidelines, relieving them of the task of crafting syllabi and learning materials. Despite this intended shift, the findings illuminate the struggle educators face in constructing lesson plans. A deficiency in procedural knowledge and competencies about English lesson design prevails, and teachers, consequently, find solace in replicating past examples. This underscores the paradoxical persistence of administrative rigidity despite the curriculum's innovative aspirations.

As the teaching process is scrutinized, the study uncovers pedagogical dynamics that perpetuate traditional power dynamics. The instructors' dominance in the classroom, largely employing Bahasa Indonesia over English, perpetuates a teacher-centered approach. The use of predetermined themes and activities mirrors a didactic approach, limiting student

agency and creativity. The communication pattern echoes a conventional teacher-student interaction, indicative of an ingrained understanding of learning dynamics. These observations underscore the potential struggle in bridging the chasm between conventional practices and K-13's participatory ideals.

Moreover, the assessment process reveals a misinterpretation of the K-13 guidelines by instructors. The study reveals that educators employ a mix of assessment types concurrently or sequentially, misconstruing the intent of K-13's endorsement of varied authentic assessment forms. This conflation perhaps arises from a lack of clarity in guidelines and a failure to align assessment methods with the intended competencies. This deviation underscores the challenges in accurately translating curriculum principles into actionable assessment strategies.

Hence, the findings offer insights into the nuanced challenges faced during K-13 implementation. The teachers' dilemmas, ranging from misconceptions about K-13's tenets to struggles in adapting pedagogical and assessment strategies, illuminate the complexity of curriculum integration. These revelations call for targeted interventions, including comprehensive training, refined guidance, and a robust support framework, to harmonize K-13's transformative vision with practical classroom realities.

H. Conclusion

Within the realm of English Language Teaching (ELT), the transition from the kTSP to the K-13 curriculum brings about varied interpretations among educators. This evolution elicits two distinct modes of interpretation. The first involves a comprehensive grasp of the broad concepts embedded within the K-13 framework in the context of ELT practice. However, when confronted with intricate components, instructors often resort to partial interpretations. This tendency stems from educators' differential levels of understanding, procedural adeptness, and the practical feasibility of implementation.

The prism through which teachers perceive and interpret K-13 in the context of ELT is inherently shaped by their knowledge, pedagogical convictions, and instructional attitudes. Moreover, administrative requisites mandated by government policies exert an influence on teachers' interpretation and implementation of K-13. This dynamic interaction underscores the complexity of the curriculum's translation into classroom practices, necessitating an alignment of instructional beliefs, policy expectations, and the genuine capacity to foster an innovative learning milieu as envisioned by K-13.

In light of the elucidated research findings, several key conclusions can be drawn. Primarily, K-13 emerges as a transformative curriculum, succeeding the erstwhile KTSP framework. However, its application remains contingent upon

apt guidance and orientation. Recognizing the novelty of K-13, a crucial recommendation emerges: comprehensive training initiatives must be championed to furnish educators with a nuanced understanding and proficiency in implementing K-13 effectively.

Moreover, the insights gleaned from interviews with local teachers underscore the diversity of strategies adopted in K-13 implementation. Contextual variables, such as the number of teachers available and the diversity of students, underpin the strategic choices made by educators. Whether gravitating towards a teacher-centered or student-centered approach, the adaptability of strategies underscores the need for pedagogical flexibility in response to unique circumstances.

English educators navigating the transition to K-13 face formidable challenges, including inadequate comprehension of the new curriculum, limited training opportunities, and time constraints. In particular, the multiplicity of evaluation modes prescribed by K-13, including peer assessment, poses additional complexities for teachers to navigate. These hurdles substantiate the imperative for tailored professional development, meticulous orientation, and an environment that fosters open communication and resource sharing among educators.

Ultimately, this study not only illuminates the intricacies of K-13 implementation in the ELT realm but also accentuates the imperative for a holistic approach in nurturing an environment where educators are well-equipped, empowered, and poised to deliver the curriculum's transformative vision.

CHAPTER VI
TEACHER'S STRATEGIES IN INTERPRETING K13 IN ISLAMIC-BASED SENIOR SCHOOLS

A. Introduction

Conducted at MA NW Darul Hikmah, this research employs a field study approach with a qualitative orientation. The study seeks to illuminate the strategies employed by teachers to interpret and implement the K13 curriculum in the context of enhancing English as a Foreign Language (EFL) teaching practices. The objectives encompass comprehending how educators at MA NW Darul Hikmah engage with the 2013 curriculum and its implications for their teaching methods. Employing a multi-faceted data collection approach comprising interviews, observation, and documentation, the study extracts nuanced insights from a variety of sources. The research findings reveal several pivotal Teacher Strategies in Interpreting K13 to Improve EFL Teaching Practice at MA NW Darul Hikmah. These include the discernment and selection of efficacious pedagogical procedures, methodologies, and teaching techniques. Another strategy involves the formulation of Key Competency Minimums (KKM) to serve as yardsticks for student achievement. Furthermore, the study underscores the significance of strategic evaluation processes integral to the K13 implementation.

This research unravels a significant shift between the current 2013 curriculum and its predecessor. Evidently, teachers acknowledge their challenges in navigating the intricacies of the K13 curriculum. Teachers perceive K13 as intricate, leading to the continued employment of conventional teaching and learning materials. The study elucidates that the sheer volume of content coupled with perceived complexity exerts a burden on teachers and impedes effective learning outcomes. Additionally, the assessment framework under the 2013 curriculum emerges as more intricate compared to its precursor. Thus, the research underscores critical challenges encountered by Teacher Strategies in Interpreting K13 to Improve EFL Teaching Practice at MA NW Darul Hikmah. A notable barrier is the dearth of adequate socialization and training opportunities for educators regarding the K13 curriculum. Furthermore, the absence of subject-specific resources aligned with the 2013 curriculum adds to the impediments encountered during the teaching process. The study concludes by shedding light on these challenges, thus advocating for enhanced support mechanisms and resource provisioning to facilitate a more efficacious K13 implementation and, consequently, elevate the quality of EFL education.

The essence of learning rests in the dynamic interaction between students, educators, and learning resources, culminating in the holistic development of attitudes,

knowledge, and skills. This educative process encompasses planning, implementation, and assessment activities, orchestrated within a learning environment. A learning model serves as a systematic guide, encapsulating syntax, social systems, reaction principles, and support systems, to achieve educational objectives (Joice Sr, n.d.).

Professional development is synonymous with a vocation marked by dedication, affection, care, and the steadfast embrace of duties and responsibilities. Educators must internalize the notion that their roles are unique and cannot be seamlessly undertaken by others. This emphasizes the imperative to approach their tasks wholeheartedly rather than as mere part-time engagements. It is essential to acknowledge the evolving nature of what is considered commendable and appropriate, as the present does not invariably mirror the future. This compels teachers to be perpetually committed to knowledge and skill enhancement within the context of their profession (Ninla Elmawati Falabiba et al., 2014).

The shift in the 2013 curriculum towards student-centered learning prompts an inquiry into teachers' adaptability to novel pedagogical methods after prolonged reliance on conventional lecture-based approaches. This transition, though not novel in Indonesia's educational landscape, is still met with challenges in execution, as observed in MA NW Narmada. Despite the

evolving educational paradigms, conventional methods endure. Effective teaching necessitates a keen consideration of students' interests, needs, abilities, and potentials, underlining the pivotal role of teachers in fostering motivation, facilitating student engagement, and providing requisite resources (Amelia et al., 2022).

The curriculum transformation in the form of K13 requires teachers to navigate a pedagogical evolution. While embracing change might prove intricate, its successful implementation is paramount. The rationale behind this research is threefold: to unveil the strategies and curriculum development underpinning EFL teaching at MA NW Darul Hikmah, to ascertain K13's effectiveness in contrast to the preceding curriculum, and to identify challenges in the curriculum's application. While the pursuit of an ideal curriculum might remain an elusive goal, it nonetheless sparks the application of innovative EFL classroom activities (Cahyono & Widiati, 2015).

This study distinguishes itself by focusing on teacher strategies and implementation outcomes, in contrast to prior research primarily concentrated on student and teacher preparedness for K13. The unique context of MA NW Darul Hikmah, a relatively new institution, piqued the researchers' interest. The study's geographical accessibility facilitated smooth execution and

ensured the exploration of curriculum strategy's influence on the institution's progression (Tanggoro, 2015).

Amid Indonesia's fervor to emphasize English instruction, MA NW Darul Hikmah emerges as a site of significance, and the study's findings hold potential implications for broader educational endeavors. This exploration of curriculum strategy and efficacy promises insights into shaping pedagogical approaches for better educational outcomes.

B. Methods

This research takes the form of a qualitative field study, which employs verbal data expression and non-statistical analysis methods. The approach adopted is descriptive research, aimed at elucidating the existing state of affairs. Specifically, this study focuses on the interpretation of teacher strategies regarding K13's integration into EFL teaching at MA NW Darul Hikmah. Descriptive research aims to depict and understand subjects based on actual field occurrences. In this context, it as an examination of the status of human groups, objects, conditions, systems of thought, or categories of current events. This method serves to systematically and accurately depict facts, properties, and relationships among the phenomena under investigation.

The research subjects consist of informants who provide essential insights during the study. Three categories of informants are identified: Key informants, Main informants, and Additional informants. Informants were chosen based on their ability to represent and align with the context of MA NW Darul Hikmah. The informants include the headmaster and three teachers of MA NW Darul Hikmah. Research instruments serve as tools to glean insights and answers. For this study, an interview sheet was employed to interact with the Head of Madrasah and teachers at MA NW Darul Hikmah.

Data Collection Techniques:

Observation: Involves direct observation of the phenomenon under examination, utilizing all sensory faculties. This method scrutinizes the activities of the principal and teachers linked to K13 interpretation and its impact on EFL teaching at MA NW Darul Hikmah.

Interview: A communication form where one person elicits information from others through purposeful questioning. In this research, interviews were conducted with the principal and teachers regarding their strategies for interpreting K13 to enhance EFL teaching at MA NW Darul Hikmah.

Documentation Study: Involves collecting and analyzing written, graphical, and electronic documents. The study draws upon documents related to teacher strategies for interpreting K13, aligning them with EFL teaching at MA NW Darul Hikmah.

By employing a combination of observation, interviews, and documentation study, this research aims to unravel the nuanced strategies teachers employ to navigate the integration of K13 in enhancing EFL teaching at MA NW Darul Hikmah.

C. The Concept and Significance of Curriculum

The concept of curriculum holds significant importance within the realm of education, serving as a fundamental framework that guides learning objectives and outcomes. The dynamism of education and the evolving needs of students over time have led to the adaptation and transformation of curricular approaches. The curriculum is a dynamic entity that seeks to align educational goals with societal demands, aiming to equip students with the necessary skills and knowledge to thrive in their respective contexts. Therefore, educators need to delve deeper into the intricacies of curriculum development to ensure effective educational delivery (Su, 2012).

In essence, the curriculum functions as a roadmap toward educational achievements, encompassing a variety of elements ranging from objectives to learning materials. It serves as a comprehensive guide for educators, offering them insights into the desired learning outcomes and strategies for attaining them. The philosophical underpinnings of a curriculum play a pivotal role in defining the aspirations and desired achievements while

recognizing that these objectives might evolve. Diverse interpretations of the curriculum have emerged, each capturing the essence of its transient and multifaceted nature. While interpretations may vary, the overarching purpose remains consistent – to construct an educational framework that caters to the needs of learners, institutions, and societies.

Within this context, the Curriculum 2013 emerges as a significant educational milestone, encompassing attitudes, cognitive development, and skill acquisition across various domains. This curriculum underscores the holistic growth of individual learners, emphasizing religious understanding, artistic expression, creativity, values, effective communication, and the dimensions of intelligence that align with the broader needs of the community, nation, and humanity. This comprehensive approach serves as a blueprint for educators, offering insights into the integration of diverse dimensions of learning to foster well-rounded development among students.

The historical etymology of the term "curriculum" hails from the realm of sports, where it was associated with the distance runners needed to cover to win awards. In the realm of education, the curriculum has evolved into a collection of subjects and content that students must engage with to attain educational milestones. Legally, the National Education System Law No. 20 of 2003 defines curriculum as a structured

arrangement encompassing objectives, content, methodologies, and subject matters, providing a compass for learning endeavors aimed at achieving educational goals.

The curriculum serves as a cornerstone for educational institutions, particularly formal schools, offering a guidi ng light for teachers and administrators alike. Yet, it is imperative to acknowledge that the curriculum is not a static entity; it must evolve in response to the changing demands of society and the global landscape. The imperative for curriculum evolution is underscored by international assessments of Indonesian students, highlighting the need for educational adaptation to meet international standards (Nuraeni et al., 2020b). Indeed, the curriculum is more than a mere set of subjects; it is a comprehensive design that orchestrates all facets of teaching and learning, shaping the trajectory of education itself.

D. Effective Teaching Strategies: A Comprehensive Approach

Teaching strategies, in essence, provide a blueprint for educators to navigate the complex landscape of instruction while striving to achieve predetermined educational objectives. Broadly defined, a strategy denotes a deliberate course of action designed to fulfill established goals. In the context of teaching and learning, strategies encapsulate the multifaceted activities teachers employ to orchestrate effective educational experiences, fostering the realization of these aims. Delving

into the intricacies of teaching strategies reveals a tripartite structure, encompassing formulation, implementation, and control.

Strategy Formulation --- This initial stage centers on generating a range of alternative strategies and meticulously selecting the most fitting approach. Formulation hinges on a judicious selection process, entailing the designation of the optimal strategy for deployment. The process is underpinned by the meticulous assessment of available options, seeking alignment with the overarching objectives.

Strategy Implementation --- This phase marks the transition from conceptualization to actualization. Here, the chosen strategy is put into action, substantiating the formulated plans. Critical activities encompass goal establishment, policy definition, motivation cultivation, cultural underpinning development, organizational structure enhancement, and the utilization of information systems. Each element functions in harmony to actualize the strategy and materialize educational aims.

Strategy Control --- An essential component of effective strategy execution is control, facilitating insight into the strategy's efficacy. Evaluation ensues to gauge the extent of the strategy's success. This involves multifaceted steps,

encompassing the examination of internal and external factors underlying the strategy, performance assessment, and the implementation of remedial measures when necessary.

In our contemporary era, the concept of strategy has transcended its origins, permeating diverse fields, including the realm of education. In the educational context, the term "strategy" encompasses the meticulous crafting of an environment conducive to optimal learning experiences. Through the lens of educational psychology, early primary school students, typically in grades one through three, undergo a phase of profound intellectual development. This developmental juncture encompasses the holistic evolution of intellectual domains such as IQ, EQ, and SQ (Suhelli, 2013). Consequently, the application of teaching strategies becomes synonymous with educators fostering an engaging classroom milieu, sparking student participation and active learning, rather than passive reception.

Hence, effective teaching strategies encapsulate a deliberate orchestration of pedagogical actions, intricately designed to guide learners toward predetermined educational milestones. The process embodies a cyclical journey, characterized by formulation, implementation, and control stages. The modern educational landscape demands that strategies be attuned to the developmental stages and psychological facets of students,

nurturing active learning. As pedagogical paradigms continue to evolve, the adept use of strategies remains paramount in cultivating engaged and empowered learners.

E. Effective Teacher Strategies for Navigating the K13

Within the realm of education, the teacher's strategy takes on a pivotal role in nurturing students' latent capabilities, making teacher competence an indispensable foundation. In enhancing student learning outcomes, shedding light on teacher competence in delivering instructional content becomes imperative. Consequently, the tenets of effective teaching encompass a teacher's mastery of diverse competencies inherent to professional teaching practice. Integral to the distinctive nature of the 2013 curriculum lies the recognition of Core Competency (Anggraini, 2015). In the realm of academia, the ceaseless pursuit of knowledge propels innovation. Thus, teachers are entrusted with the responsibility of remaining ahead of the curve, outpacing students and the broader society in understanding emerging developments.

Embedded within the purview of professional development, this responsibility underscores the paramount importance of a teacher's adaptability to established regulations and curriculum guidelines mandated by governmental bodies. An inherent advantage of the K-13 implementation is its embrace of the scientific approach, fostering pedagogical practices anchored in

empiricism that seamlessly amalgamates learners' skills, knowledge, and competencies. The overarching objective of the 2013 curriculum resonates with the preparation of Indonesian individuals to become conscientious citizens, equipped with fidelity, efficacy, innovation, productivity, and a commitment to contributing to societal, national, and global progress. This curricular evolution culminates in the evolution towards a competency-based framework (Ekawati, 2016b).

At the helm of educational transformations endorsed by the government stands the curriculum 2013, a testament to educational progress. Guided by Kemendikbud's Directive Number 81 A of 2013, the curriculum pivots the learning process towards the provision of comprehensive opportunities, facilitating students' holistic development across affective, cognitive, and psychomotor domains. This multifaceted prowess equips students with the requisite attributes not only to navigate their journeys but also to become invaluable contributors to the collective welfare of society, the nation, and humanity at large.

F. Implementation of the K13 at MA NW Darul Hikmah: Teacher Strategies and Insights

MA NW Darul Hikmah stands as a prominent senior high school that embarked on the initial implementation of the 2013 curriculum during the academic year 2013/2014. Insights

garnered from several informants shed light on the school's nuanced preparedness in embracing the curriculum's tenets. Notably, it becomes evident that the comprehension of the 2013 curriculum among educators remains rather limited. Particularly concerning is the acknowledgment that a significant number of Class X instructors entrusted with the curriculum's execution confessed to grappling with an inadequate grasp of its intricacies. Their uncertainty extends to fundamental aspects, with a lack of understanding apparent in teaching methodologies aligned with the curriculum. Although the utilization of the scientific method within the 2013 curriculum is recognized, its finer nuances remain somewhat elusive to teachers, underscoring the need for further clarity. The fundamental essence of the 2013 curriculum, too, remains elusive to some educators, a clear testament to the prevailing gap in understanding. Furthermore, the creation of lesson plans in alignment with the 2013 curriculum poses another challenge, with shifting parameters confusing sporadic socialization efforts.

The implementation of the 2013 curriculum presents a slew of concerns and complexities for teachers, chief among them being the revamped assessment framework. This framework extends beyond the traditional focus on scholastic performance to encompass character and attitude evaluation, necessitating meticulous monitoring of each student. The Principal

corroborates this sentiment, emphasizing the augmented assessment load. This shift in the assessment paradigm echoes modifications from preceding curricula, signifying the curriculum's transformative nature.

Unveiling an array of strategies, teachers navigate the nuances of the 2013 curriculum to foster effective implementation. A central facet entails a proactive quest for enriched comprehension of the curriculum's intricacies. This is propelled by teachers' concerted efforts—frequent consultations with peers, perusing reference materials, and harnessing online resources. These endeavors underscore the educator's adaptability and willingness to grapple with novel experiences. In the face of prevailing challenges, these strategies embody an intellectual flexibility that guides teachers towards overcoming hurdles. These proactive pursuits are born out of a resolute commitment to enhance personal understanding and mitigate the knowledge gaps stemming from limited socialization and the scarcity of pertinent learning resources.

Within the framework of the 2013 curriculum at MA NW Darul Hikmah, teacher strategies are profoundly influential, particularly concerning the interpretation of K13 to enhance EFL teaching practices. These strategies encompass the dispensation of materials, encouraging direct student engagement through practical exercises, and fostering

collaborative learning via student working groups. Notably, Mrs. Ela, an esteemed English educator at MA NW Darul Hikmah, extends her insights by highlighting both the strengths and limitations of Curriculum 13, thereby providing a comprehensive perspective on its impact.

G. Advantages of the K13 in EFL Teaching Practice at MA NW Darul Hikmah

The introduction of Curriculum 2013 heralds a series of distinctive advantages that resonate through the EFL teaching practices at MA NW Darul Hikmah. These advantages underscore the transformative impact of the curriculum on both students and teachers alike. Foremost, the curriculum empowers students, propelling them into realms of heightened engagement, innovation, and creativity within the learning milieu. The curriculum's dynamic approach calls upon educators to assume the role of facilitators, fostering a proactive and participatory learning environment. This transformative shift not only cultivates student agency but also stimulates educators to imbue creativity into their pedagogical strategies.

Comparatively, the 2013 curriculum emerges as a catalyst for fostering student independence, creativity, and innovation. In a marked departure from preceding curricula, the curriculum urges students to transcend the traditional role of passive recipients of information. Instead, students are galvanized to

actively seek knowledge beyond classroom confines. This metamorphosis encourages a sense of ownership over their learning journey, fostering lifelong learners well-versed in self-directed exploration. In a departure from conventional assessment paradigms that predominantly encompassed intellectual aptitude, the 2013 curriculum's assessment framework integrates diverse dimensions. Beyond mere intellectual prowess, assessments now embrace a multifaceted spectrum encompassing attitudes, character traits, social acumen, and spiritual sensitivities. This comprehensive approach lays the groundwork for holistic development, equipping students for multidimensional success beyond academics.

A pivotal dimension of Curriculum 2013 is its profound resonance with character development. The curriculum emerges as a platform to inculcate virtues, nurture ethical values, and shape students into compassionate, responsible, and principled individuals. This emphasis on character-building permeates all facets of the curriculum, underscoring the institution's pivotal role in molding future generations. Through this concerted character-nurturing effort, the curriculum bolsters the formation of a values-driven citizenry, aligning with broader national objectives. Thus, the advantages brought forth by Curriculum 2013 are multi-fold and impactful. By invigorating student participation, nurturing independence,

broadening assessment horizons, and fortifying character development, the curriculum redefines the educational landscape at MA NW Darul Hikmah, positioning both learners and educators on a transformative trajectory.

H. Challenges and Drawbacks of the K13 in EFL Teaching Practice at MA NW Darul Hikmah

Amidst the merits of Curriculum 2013, a constellation of challenges and drawbacks has emerged, casting light on complexities inherent in its implementation within the EFL teaching context at MA NW Darul Hikmah. Foremost among these challenges is the evident knowledge gap amongst educators regarding Curriculum 2013. A prevailing perception of complexity engenders a degree of apprehension among teachers. Consequently, many continue to default to familiar teaching practices, resorting to the conventional approach of Knowledge Transfer. The substantial volume of content required for mastery is another concern. This abundance of material often leaves students overwhelmed and fatigued, leading to questions about the practicality of a curriculum with such extensive content demands.

One of the most pronounced pitfalls of Curriculum 2013 is the intricacies associated with its assessment system. Teachers often grapple with its intricacies, deeming it more convoluted in comparison to earlier assessment models. An expressed

sentiment resonates with the need for a more streamlined scoring framework, enabling a smoother evaluation process. Furthermore, the dearth of adequate and equitable resources presents a challenge. The realization of active and independent learning is impeded by insufficient facilities and infrastructure, particularly poignant in remote regions where access to quality education remains an uphill battle. In response to these challenges, some educators have adopted an eclectic approach, interweaving elements of the previous curriculum with Curriculum 2013. This melding of methodologies reflects an adaptive stance, navigating the terrain between tradition and innovation. Despite these hindrances, the influences experienced by students echo a transformation within the classroom ecosystem.

The implementation of Curriculum 2013 has kindled a spectrum of positive influences on students. Notably, students have surged forth as active participants in the learning process. Their newfound confidence is manifest in their readiness to elucidate concepts before peers, demonstrating a marked shift from reticence. The alleviation of pressure and a sense of joy have been attributed to the curriculum's capacity to foster a non-intimidating environment. This liberation from the conventional paradigm has resulted in students' eagerness to engage actively, unencumbered by traditional inhibitions. In the grand tapestry of Curriculum 2013, while challenges persist,

students have emerged as beneficiaries of a curriculum that cultivates their proactivity, confidence, and enthusiasm. The curriculum's commitment to fostering self-expression and exploration resonates as it nurtures competencies and virtues that lay the foundation for a brighter future.

F. Embracing Change and Lifelong Learning in Curriculum Implementation

The advent of the 2013 curriculum in Indonesian education represents a significant departure from established norms, demanding adaptation and reconfiguration from educators. The introduction of such a transformative curriculum necessitates a proactive approach from teachers to effectively navigate the associated changes. A teacher's attitude towards these changes and their preparedness to embrace them can serve as a litmus test for their ability to thrive in the evolving educational landscape. This approach aligns seamlessly with the concept of lifelong learning, which underscores the notion that education is an ongoing journey, spanning from birth to the end of life. According to Article 13 of Law Number 20 of 2003, informal education is recognized as an integral aspect of lifelong learning, encompassing learning experiences facilitated by family and the immediate environment. Within this framework, learning is continuous, disregarding age limitations, and this principle resonates deeply with educators who perpetually grapple with changes in their professional domain.

For educators grappling with the implementation of the 2013 curriculum, embracing lifelong learning becomes paramount. This is evident in the strategies adopted by teachers at MA NW Darul Hikmah Tanak Beak. Teachers have embarked on a quest for knowledge, seeking insights from diverse sources. These include dialogues with fellow teachers possessing a deeper understanding of the new curriculum, reference books, and the vast realm of information accessible through the internet. These endeavors collectively underscore the ethos of lifelong learning, as educators invest in their growth to navigate the intricacies of curriculum implementation. In this context, the application of the 2013 curriculum necessitates an adult-like approach to learning among educators. Adult education theory emphasizes self-directed learning as a vehicle for problem-solving and skill enhancement. The introduction of the 2013 curriculum, seen as a new challenge due to the limited preparatory measures, resonates with the adult learning concept. Reflecting this, the teachers at MA NW Darul Hikmah are embracing a self-directed approach, consciously channeling their efforts to bolster their readiness for curriculum execution. The ongoing process of curriculum implementation underscores the integral role of lifelong learning and adaptation. The 2013 curriculum acts as a catalyst for educators to embody a proactive mindset, engaging in continuous education to effectively steer their pedagogical practices toward success.

G. Conclusion

Learning strategies serve as guiding frameworks within a learning system, providing a comprehensive approach to achieving educational goals. These strategies encompass a spectrum of materials and procedures that synergize to yield desired learning outcomes for students or trainees. Importantly, the learning approach denotes a lens through which educators perceive and comprehend the learning environment.

In the context of curriculum implementation, meticulous preparation emerges as a cornerstone. Adequate groundwork should precede the adoption of any new curriculum. In the case of MA NW Darul Hikmah, the institution's readiness for curriculum changes was deemed inadequate, particularly concerning the curriculum aimed at enhancing EFL teaching practice in 2013. This shortfall manifested in teachers' limited understanding of the 2013 curriculum, ultimately impacting the efficacy of learning activities. The alignment between the 2013 curriculum's expectations and its practical implementation in EFL teaching practice has thus been compromised.

Addressing these challenges requires a two-pronged approach. First, addressing constraints inherent in the teaching environment is imperative. Among these constraints are the scarcity of essential materials and infrastructure to support EFL teaching practice, such as lacking guidebooks for teachers and

limited time availability. Innovative solutions must be sought to surmount these challenges. Strategies include augmenting media tools and resources to bolster EFL teaching practice and facilitating increased teacher training. Additionally, optimizing available time and fostering an environment of thoroughness in students' approach to learning materials are crucial components in overcoming these obstacles.

In the grander scope, the study underscores the importance of continuous improvement in curriculum implementation. This encompasses a dynamic interplay between teacher readiness and institutional support, with an emphasis on aligning learning strategies with curriculum objectives. As education perpetually evolves, the integration of lifelong learning principles into pedagogical practices becomes pivotal, ensuring educators remain adaptive and responsive to the evolving educational landscape. Thus, the journey of curriculum implementation is a testament to the synergy between strategic preparation, adaptive solutions, and the unceasing pursuit of educational excellence.

CHAPTER VII
THE IMPLEMENTATION OF MULTI-CURRICULA IN INDONESIAN FORMAL EDUCATION

A. Introduction

This research delves into the intricate landscape of curriculum implementation in Indonesia, particularly focusing on the KTSP, K-13, and Merdeka Curriculums. The overarching objective of this study is to delve into the multifaceted impact of incorporating various curricular frameworks on both the student learning experience and the instructional landscape for teachers. Additionally, the authors seek to encapsulate the evolutionary trajectory of Indonesia's curriculum paradigm between 2006 and 2022, specifically examining the dynamic transitions between the KTSP, K-13, and Merdeka curricula.

Employing a qualitative methodology, this study orchestrates data collection and analysis through the exploration of pertinent textbooks and literature relating to multi-curricular approaches in Indonesia. Following the meticulous aggregation of data, an intricate process of reviewing and dissecting the collected information ensued, thereby rendering a comprehensive narrative regarding the deployment and metamorphosis of Multi Curricula in Indonesia.

The study's findings unveil multifarious insights across diverse curriculum platforms. In the context of the KTSP Curriculum, a prevailing theme underscores the imperative for students to adopt an active and creative stance in their learning journey. Furthermore, a convergence of perspectives between students' parents and educators on classroom norms emerges as a pivotal aspect. To foster effective and conducive learning strategies, educators are compelled to harness an arsenal of diverse learning mediums.

Shifting focus to the K-13 curriculum, the research highlights a different paradigm. Teachers are tasked with meticulously crafting lesson plans in alignment with government stipulations. This curriculum entails a pedagogical landscape where teachers undertake the design and development of syllabi and learning materials, essentially shaping the educational journey. Here, the role of educators assumes a dominant stance, orchestrating the learning environment with heightened activeness compared to students.

The Merdeka Curriculum, on the other hand, steers the discourse toward comprehensive understanding. Teachers and educational leaders are impelled to grasp the intrinsic nature of this curriculum alongside the outcomes of educational evaluations, showcasing the profound synergy between assessment and curriculum dynamics. Thus, this research

navigates the intricate crossroads of curriculum diversity in Indonesia. It unfurls the distinctive implications of KTSP, K-13, and Merdeka Curriculums on both students and teachers, while also offering a panoramic view of the curriculum's evolution. This study exemplifies the inherent complexity and dynamic interplay within the educational fabric, shedding light on the multifaceted journey of curriculum transformation in Indonesia.

The curriculum serves as a meticulously designed blueprint, encapsulated within a document, with the overarching aim of ensuring the realization of educational objectives. Conceptually akin to a racetrack, the curriculum delineates a starting point and a culmination, mirroring the trajectory toward the desired accomplishments. This endeavor involves a comprehensive consideration of diverse facets intrinsic to the curriculum, encompassing elements such as students, learning materials, content, instructional media, strategies, environmental factors, and learning goals.

The curriculum occupies a pivotal sphere within the realm of education, standing as a cornerstone for educational benchmarks. Recognizing its significance, a multifaceted role is attributed to the curriculum, encompassing conservatory, creative, critical, and evaluative dimensions. However, a prevailing challenge emerges, as a substantial number of

individuals in Indonesia grapple with a limited understanding of the curriculum, thereby impinging upon students' learning experiences. With the aspiration to address this concern, this journal endeavors to illuminate the nuances of the curriculum, fostering an enhanced comprehension among its readers.

Within the landscape of formal education in Indonesia, a series of curricular paradigms has unfolded, notably including the KTSP, K-13, and Merdeka Curricula. Spanning the timeline from 2006 to the present, this trajectory witnessed the implementation of the KTSP Curriculum from 2006 to 2013, succeeded by the K-13 Curriculum from 2013 to 2022, culminating in the current implementation of the Merdeka Curriculum from 2022 onwards.

Rooted in the impetus to comprehend and dissect the intricacies of the KTSP, K-13, and Merdeka Curricula, this journal emerges as a scholarly endeavor. It is crafted to navigate the evolving landscape of formal education in Indonesia, traversing through the transformative waves of curricular paradigms that have shaped the educational journey since 2006. This research envisions enhancing comprehension, fostering informed dialogue, and contributing to the holistic understanding of the intricate curricular dynamics that underpin Indonesian education.

B. Methods

Employing a qualitative approach as its methodological foundation, this study delves into the multifaceted landscape of Indonesian formal education, specifically focusing on the implementation of multi-curricula. The primary sources of data encompass three distinct textbooks, selected with meticulous consideration. Through a rigorous analysis of these selected textbooks, the author embarks on a comprehensive exploration of the subject matter, seeking to distill insights that contribute to the advancement of the research discourse surrounding the Implementation of Multi-curricula in Indonesian Formal Education.

The process of analysis entails a meticulous dissection of the textual content within the chosen textbooks. This analytical endeavor involves intricate scrutiny of the materials, extracting nuanced information, and unraveling the underlying themes and implications embedded within the text. Through this systematic analysis, the author gleans valuable insights, laying the groundwork for a more profound understanding of the nuances surrounding the diverse curricular paradigms that have shaped Indonesian education.

Following the analytical phase, the author transitions to a critical review of the outcomes derived from the analysis. This review serves as the crucible in which the findings are distilled,

synthesized, and refined into a cohesive body of literature. The synthesis of these findings subsequently informs and propels the trajectory of the research endeavor, lending depth and dimension to the discourse surrounding the intricate dynamics of multi-curricula implementation within the context of Indonesian formal education.

Therefore, this study embarks on a journey of exploration and synthesis, driven by the insights extracted from the analysis of three distinct textbooks. It serves to illuminate the complexities, challenges, and opportunities entwined with the implementation of multi-curricula within the realm of Indonesian formal education. Through this methodological prism, the study contributes to the ongoing scholarly dialogue and enriches the academic landscape about the Implementation of Multi-curricula in Indonesian Formal Education.

C. Teachers' Roles In Curriculum Development

Teachers play a pivotal role in the successful implementation of curriculum changes. They are recognized as paramount contributors to the effective execution of curriculum modifications (Sulfasyah et al., 2015a). Indeed, teachers are acknowledged as primary drivers of change within educational policy. In this context, teachers serve as motivators, facilitators, and guides within the classroom. Their influence extends to fostering students' motivation, encouraging active

participation, and nurturing creativity throughout the teaching and learning process. A defining characteristic of effective teaching is the teacher's adeptness at selecting appropriate teaching methods tailored to the specific subject matter. This strategic approach to pedagogy profoundly impacts the evolution of teacher roles. Moreover, teachers employ a diverse array of instructional methods, ensuring student engagement and meaningful involvement in the learning journey.

As conduits of knowledge and catalysts for learning, teachers navigate a multifaceted landscape. Their dynamic roles encompass not only the dissemination of information but also the cultivation of a vibrant and interactive educational environment. Through their adept utilization of various teaching techniques, teachers are instrumental in shaping the trajectory of curriculum development, enriching the educational experience, and fostering a generation of engaged and empowered learners.

D. Students' Roles in Curriculum Development

Students assume a significant role in the intricate process of teaching and learning. Throughout the instructional journey, they are imbued with inspiration to become active and innovative participants. Despite the structured framework of teaching and learning activities provided by the instructor,

students are encouraged to actively engage and harness their creativity to enhance their comprehension of novel subject matter. An illustrative example of this dynamic is when the teacher orchestrates interactive class discussions, fostering an environment where students actively contribute to the discourse (Sulfasyah et al., 2015b).

In this collaborative educational landscape, students are not mere recipients of knowledge but rather active agents in their own learning journey. Empowered to participate, explore, and critically assess the information presented, students' roles transcend passivity. Their contributions, insights, and diverse perspectives enrich the learning environment, shaping the curriculum's evolution through active engagement. This approach engenders a sense of ownership over their learning process, fostering independent thinking, and cultivating lifelong learning skills that extend beyond the classroom.

E. Transformation of Multi Curricula in Indonesian Formal Education

Since Indonesia declared independence on August 17, 1945, the landscape of English language teaching within the country's formal education system has undergone a series of profound transformations. These pedagogical shifts have encompassed a spectrum of methodologies, commencing with the Grammar Translation Method, progressing to the

Audiolingual Method, the Communicative Approach, and culminating in the adoption of the School-Based Curriculum in 2004, characterized by a genre-based approach (Muhammad, 2018). The present curriculum, known as Kurikulum 2013 or the 2013 Curriculum, places a distinct emphasis on moral education, reflecting the evolving educational ethos (Muhammad, 2018). Nevertheless, the hasty implementation of the 2013 curriculum, as noted by the Minister of Education and Culture, Anies Baswedan, prompted a regression to the school-based curriculum of 2004 in many institutions, while the 2013 curriculum undergoes revision to address its shortcomings (Muhammad, 2018).

In the sphere of curriculum development, the 2013 curriculum's approach to needs analysis lacks explicit details. Although the methodologies employed to assess student needs have not been elaborated upon, the overarching goals of Indonesian education, elucidated in Government Rules and Regulations Number 19 the Year 2005, offer a foundational framework. These goals underscore the cultivation of virtues such as faith, character, health, knowledge, creativity, independence, democracy, and responsibility (Muhammad, 2018).

The 2013 curriculum is underpinned by dual sets of objectives for English language education, mirroring the broader

curriculum structure. These objectives comprise core competence, which focuses on moral, character, and cognitive development, and basic competence, centered on subject-specific knowledge (Muhammad, 2018). The curriculum's responsive stance seeks to rectify moral deficiencies in Indonesian students and enhance their reading proficiency, a reaction to the findings of the Programme for International Student Assessment (PISA) study (Muhammad, 2018).

Constructed upon the foundations of academic rationalism, the 2013 curriculum underscores intellectual maturation and subject matter content. Nevertheless, it artfully interweaves practical skills, social and economic efficiency, learner-centered paradigms, and principles of social reconstructionism (Muhammad, 2018). Moreover, the curriculum is underscored by the values of cultural pluralism, actively encouraging the respect and appreciation of diverse cultural perspectives (Muhammad, 2018).

The 2013 curriculum's textbook structure revolves around thematic units that integrate the four English language skills within coherent topics. The syllabus design embraces a topic-based approach, aligning with an analytical framework that prioritizes students' attainment of specific skills and knowledge (Muhammad, 2018). Methodologically, the curriculum leans towards a genre-based orientation, utilizing an array of text

genres, including narration, description, report, recount, procedure, and exposition (Muhammad, 2018).

The evaluation process within the 2013 curriculum is characterized by summative assessment, encompassing final semester examinations and national assessments. Simultaneously, the curriculum introduces formative evaluation as an ongoing process, encouraging continuous engagement between educators and learners throughout the academic year (Muhammad, 2018). Nonetheless, despite these dynamic shifts, no substantial policy revisions have been enacted to augment the implementation of the 2013 curriculum (Muhammad, 2018).

F. Implementation of KTSP Curriculum

This chapter focuses on the implementation of the KTSP (School-Based Curriculum) within the context of teaching and learning processes, instructional materials, and the evaluation system employed by schools. The author presents both research findings and engages in a discussion, drawing connections between the findings and the supporting theories previously presented. Here's a breakdown of the key points and explanations: In the teaching and learning process, a diverse range of methods was employed to establish an environment conducive to effective learning. The selection of these methods was closely tied to the materials accessible to students, aligning

with the fundamental concept of the KTSP, which emphasizes the use of varied instructional approaches (Sulfasyah et al., 2015b).

Parents and the broader society are integral components of the KTSP curriculum's implementation. Their involvement is channeled through associations, school committees, and education committees. Their engagement spans financial contributions and the enhancement of school programs aimed at elevating the quality of education. Each stakeholder plays a vital role in shaping the learning journey. Successful teaching necessitates individuals who not only foster academic growth but also guide students toward social, moral, and ethical development. Students, being central to the learning process, are encouraged to be more active and creative in their learning (Lestari et al., 2014).

The research encompasses interviews and questionnaires administered to English teachers from various institutions. The goal is to gauge teachers' perspectives on the English curriculum under both the KTSP and the 2013 Curriculum. The research approach consists of two sections: interviews and questionnaires, each serving distinct research data collection purposes. Teachers expressed significant appreciation for the 2013 Curriculum in interviews, noting that it provided an array of resources that facilitate their roles as educators.

However, the adoption of the 2013 Curriculum is not without challenges. Teachers who lacked training on the 2013 Curriculum faced difficulties, particularly in the realm of assessments. The 2013 Curriculum emphasizes authentic assessment, which comprehensively evaluates learning inputs, processes, and outputs—including attitudes, knowledge, and skills—while the KTSP assessments remained dominant.

Given the relative novelty of the 2013 Curriculum, ongoing adaptation is required from teachers. Continuous training and information dissemination are crucial to ensure that the curriculum's implementation remains aligned with its objectives. Teachers contend that with adequate facilities and infrastructure, both the KTSP and the 2013 Curriculum can be effectively implemented, achieving the intended educational goals. The analysis of questionnaire data utilized a Likert scale, with the section presenting the collected answers provided by English teachers. Hence, the implementation of the KTSP curriculum unfolds as a multifaceted endeavor, involving various stakeholders and entailing adaptation, challenges, and the pursuit of instructional excellence in English education (Pd & Pd, 2013).

G. Implementation of K-13 Curriculum

This section delves into the implementation of the K-13 (2013 Curriculum) in the context of English teaching practices. Key findings shed light on teachers' engagement with old practices and traditional teaching perspectives while implementing the K-13 curriculum. The curriculum implementation revealed certain deviations across three crucial stages: lesson planning, teaching processes, and assessment practices. In the lesson planning phase, teachers were tasked with crafting their lesson plans guided by principles outlined in the authoritative government's teaching plan. While the government took over the design of syllabi and learning materials from the previous School-Based Curriculum (SBC), this change aimed to lessen administrative burdens on teachers, allowing them to concentrate more on classroom teaching. Despite this, teachers faced difficulties creating their lesson plans. Their challenges stemmed from a lack of procedural knowledge and skills in crafting suitable lesson plans for English classes.

During the teaching process, teachers assumed dominant and controlling roles. Across many regions, Bahasa Indonesia was predominantly used as the language of instruction, with limited instances of English usage. Classrooms often exhibited a quiet environment, and enrichment strategies were seldom employed to cater to fast learners seeking higher competence levels. The selection of topics and tasks was primarily controlled by

teachers, and students were expected to execute these tasks as instructed. The classroom interaction primarily followed a teacher-initiated pattern, in which the teacher kickstarted the interaction, followed by student responses and subsequent teacher feedback.

Due to the challenges of handling large class sizes, authentic assessment practices were only partially implemented by teachers during the assessment phase. K-13 encouraged various forms of Authentic Assessment, including Performance Assessment, Attitudinal Assessment, Self-Assessment, and Portfolio Assessment. Teachers had the flexibility to choose the assessment methods that aligned with their teaching styles. However, practical assessment implementation saw teachers concurrently or sequentially employing all three assessment types. This suggests a possible misinterpretation of the assessment policy. As the syllabus detailed the assessment process, teachers mainly needed to align assessments and their components with the desired competencies for students (Ahmad, 2014c).

The implementation of the K-13 curriculum in English teaching practices underscores the need for addressing teacher challenges in lesson planning, optimizing classroom interaction, and refining authentic assessment practices. These findings contribute to a deeper understanding of how the K-13

curriculum unfolds in the context of English education (Ahmad, 2014c).

H. Implementation of Merdeka Curriculum

The ever-evolving world demands a dynamic curriculum that reflects contemporary advancements in science, technology, and various industries. Curriculum development is an ongoing process that necessitates the integration of real-world relevance into educational content. The challenge lies not only in formulating curriculum documents but also in executing them effectively in the educational landscape. The implementation of the curriculum requires a comprehensive understanding among educators and administrators who possess the competence to translate the curriculum into tangible learning experiences. Curriculum implementation serves as a bridge between the curriculum's intent and its impact, necessitating creativity, skills, and dedication from teachers and school leaders.

For curriculum implementation to be successful, educational stakeholders such as teachers and administrators must comprehend its intricacies. Competency in executing curriculum design and delivering effective teaching and learning experiences is crucial. This extends to school leadership, which plays a pivotal role in comprehending curriculum design and fostering a conducive environment for its implementation. The evaluation also forms a crucial facet of

curriculum implementation, serving as a benchmark to gauge the competence of education actors and the overall success of the curriculum. Factors that influence successful curriculum implementation encompass teachers' creativity, proficiency, skills, and persistence.

The overarching goal of curriculum implementation is not only to deliver subject matter but also to humanize students and cultivate their holistic development. A well-implemented curriculum acknowledges the diverse dynamics of educational interactions and encourages effective learning through interaction within the educational community. The implementation process must adhere to various educational perspectives, emphasizing factors that contribute to its success, such as teacher creativity, excellence, skill, and perseverance.

The implementation of the Merdeka Curriculum is reflected in programs like the Merdeka Belajar-Kampus Merdeka (MBKM) Student Exchange program at Jenderal Soedirman University. This program fosters collaboration between the university, partnering villages, and departments to provide students with knowledge, skills, and soft skills that empower them for the workforce upon graduation. Effective execution is achieved through coordination, departmental briefings, and supportive academic partnerships. The MBKM Student Exchange Program serves as a comprehensive educational component, imparting

soft skills like negotiation, communication, leadership, teamwork, problem-solving, creative thinking, a positive mindset, and time management. These skills are invaluable in preparing students for successful careers (Jaryono et al., 2022).

The Merdeka Curriculum's implementation is a multifaceted endeavor that requires collaboration, comprehension, and creativity from educational stakeholders. By aligning curriculum intent with effective execution, educators contribute to nurturing well-rounded individuals prepared to excel in the dynamic global landscape (Pratikno et al., 2022).

I. Conclusion

Parents and society play a vital role in shaping educational decisions and policies, especially during the implementation of the KTSP curriculum. Their involvement is channeled through various avenues such as associations, school committees, and education committees. This participation encompasses both financial considerations and the enhancement of school programs aimed at elevating the quality of learning. Their engagement demonstrates a collective commitment to the education of students and the continuous improvement of the educational environment.

In contrast, the implementation of the K-13 curriculum revealed challenges. Teachers appeared to be entrenched in traditional teaching practices and outdated learning perspectives. As a

result, they struggled to implement the curriculum coherently, leading to deviations in teaching plans, teaching methods, and assessment processes. These deviations occurred across three levels of implementation: planning, classroom instruction, and evaluating student progress. This indicates a need for greater alignment between the intended curriculum and its execution, fostering a more effective teaching and learning experience for students.

The overarching objective of curriculum implementation is to foster the humanization of students, transcending the notion of education as a mechanistic process. This transformation aims to nurture students as whole individuals, not merely as passive recipients of information. By prioritizing the development of students' cognitive, emotional, and social aspects, the curriculum seeks to empower students with essential life skills and values. Through such an approach, students are positioned to be active participants in their learning journeys, facilitating their growth into well-rounded individuals who are well-prepared for real-world challenges.

The effectiveness of curriculum implementation depends on how educational stakeholders, including teachers and administrators, integrate the curriculum's principles and objectives into their practices. This alignment necessitates a comprehensive understanding of the curriculum's goals and an

adaptation of teaching strategies to meet these objectives. Ultimately, the success of curriculum implementation lies in its ability to humanize the educational experience and equip students with the skills and values they need to thrive in an evolving world.

CHAPTER VIII
TEXTBOOKS ANALYSIS: A COMPARATIVE STUDY OF K13 AND KMB

A. Introduction

Textbooks play a pivotal role in the realm of teaching and learning, as they serve as comprehensive resources that offer detailed information about educational programs, instructions, and a variety of activities. Recognizing their significance, this study endeavors to conduct a comparative analysis of two English textbooks: the first being the 13th edition of "When English Rings A Bell" (2016 revision) designed for seventh-grade SMP/MTs students, and the second being the KMB textbook titled "English For Nusantara" also tailored for seventh-grade SMP/MTs students. The core aim of this study is to assess whether these textbooks adhere to the criteria of being effective educational resources, both in terms of quality and relevance to students' needs. The established criteria for evaluating textbook quality and relevance, as laid out by Litz (2005), serve as the foundation for this analysis.

The chosen research methodology for this endeavor is library research, where existing materials and literature are meticulously examined to draw insightful conclusions. The approach to data analysis employed in this study is non-statistical analysis, focusing on qualitative assessment rather

than quantitative measurements. The findings of the study reveal that both the K13 and KMB textbooks fulfill the criteria of being considered "good" textbooks. However, a closer examination underscores some distinctions between the two. Notably, the KMB textbook emerges as more specific and comprehensive when compared to the K13 textbook. The enhanced specificity of the KMB textbook can be attributed to the presence of more intensive learning components. For instance, it incorporates audio elements that aid students in improving their listening skills, incorporates engaging stories that enhance students' reading abilities, and integrates conversational exercises into each lesson, contributing to well-rounded language proficiency.

On the other hand, the K13 textbook does have certain limitations. It lacks audio resources for listening practice and falls short of providing an ample selection of stories for reading exercises. However, it compensates for these shortcomings by prioritizing collaborative group work. The K13 textbook encourages students to engage in collective exercises, fostering a sense of teamwork and collaboration as they tackle various exercises as a group. In summary, both the K13 and KMB textbooks meet the criteria for effective educational resources, yet the KMB textbook stands out for its comprehensive approach, encompassing various learning components such as audio, stories, and conversation exercises. The findings

underscore the significance of a well-rounded educational resource that caters to diverse learning needs and objectives.

The curriculum in language education plays a crucial role in achieving the goals of language learning, which primarily revolves around improving students' communication skills, both spoken and written (Mulenga, 2018). A structured language curriculum provides students with a systematic approach to learning, progressing from fundamental concepts to advanced levels as defined by the curriculum. Hence, the curriculum holds a pivotal position in education, ensuring that the intended educational objectives are met and followed without deviation.

English textbooks also hold significant advantages for both educators and learners. They serve as instructional guides for teachers, aiding them in effectively delivering content through explanations and various activities. Additionally, textbooks impact students' attitudes and performance toward the subject matter. Hutchinson and Torres (1994) highlight the universal presence of textbooks in English language teaching, asserting that no teaching-learning process is truly complete without the incorporation of relevant textbooks.

Throughout Indonesia's educational history, curricula have continuously evolved from 1947 to 2022. The Kurikulum 2013 (K13) (2013 Curriculum) and Kurikulum Merdeka Belajar

(KMB) (Freedom to Learn Curriculum) reflect the dynamic interplay of curriculum change and continuity. These changes are the outcome of extensive studies, evaluations, critiques, and responses. The exceptional circumstances brought about by the Covid-19 pandemic have resulted in unique challenges, leading to varied learning losses in students' competency achievements. To address these losses, there's a need for a learning recovery policy within a specified timeframe, particularly in line with the curriculum's implementation by educational institutions (Kemdikbud, 2022).

A textbook's quality adheres to certain criteria and standards. Key factors include alignment with the curriculum, the correspondence between teaching methods and content, the book's content itself, and the appropriateness of the subject matter's depth (Behnke, 2018). Recognizing the significance of textbooks, many publishers offer nationally standardized textbooks that correlate with K13 and KMB at affordable prices. However, these textbooks' availability comes with challenges related to their quality and relevance to the current curriculum and students' needs. Consequently, an analysis of textbooks is essential to ascertain their alignment with the criteria of a good textbook.

This study endeavors to perform a comparative analysis of two English textbooks: "When English Rings A Bell" (2016

revision) for class VII SMP/MTs, which corresponds to K13, and "English For Nusantara" for class VII SMP/MTs, which aligns with KMB. The primary objective is to assess whether these textbooks meet the criteria of a good textbook, focusing on quality and relevance to students' needs as outlined by Litz (2005). The specified criteria encompass practical considerations, design and arrangement, activities, skills development, language types, and subjects and content.

B. Methods

The researcher adopted a library research approach for this study, focusing on the analysis of various documents, books, and other pertinent sources as the main data sources. The primary aim of this research method is to gather data and insights through the exploration of materials that are pertinent to the research topic. The data collection method used in this study entails documentation analysis, which involves several sequential steps. Firstly, the researcher meticulously observed the content of the textbooks under examination. This step involved a thorough reading and understanding of the material present in the textbooks.

Following this, the researcher proceeded to compare the content of the two textbooks against the criteria established for a good textbook. These criteria were established based on the framework outlined by Litz (2005), which provides a set of

standards against which the quality and relevance of textbooks can be evaluated. The subsequent data analysis technique utilized was non-statistical in nature, specifically drawing from content analysis principles as formulated by Moleong Lexi (2007). The data analysis process can be broken down into several key components.

Data reduction serves as the initial phase, encompassing the process of condensing and selecting relevant topics, concentrating on essential aspects, identifying recurring patterns and overarching themes, and eliminating any superfluous or irrelevant information. This reduction process allows researchers to attain a clearer and more concise perspective, facilitating the progression of their work. Subsequently, the presentation of data, or data display, involves structuring and organizing the gathered information in a manner that enhances comprehensibility. While narrative text typically forms the backbone of data presentation in qualitative research, other methods such as succinct descriptions, infographics, and the establishment of connections between categories can also be employed.

Finally, the conclusion-drawing phase involves making deductions or verifying findings that address the initial problem formulation. In this study, the conclusions derived are expected to contribute novel insights and perspectives that have not been

previously uncovered. By employing these research methodologies, the study aspires to conduct a comprehensive analysis of the selected English textbooks. This analysis aims to ascertain their alignment with the criteria set for a good textbook, thus shedding light on their quality and relevance within the educational milieu.

C. Importance of English Textbooks in Indonesian Education

In the context of Indonesia, English is classified as a foreign language and holds a distinctive position within the national school curriculum (Ayu & Indrawati, 2019). The educational system in Indonesia encompasses the teaching of English as a foreign language across various levels, ranging from elementary schools to junior and senior high schools. To facilitate the teaching and attainment of learning objectives, educators often rely on teaching materials that can provide structured guidance and learning activities within the classroom setting.

Teaching materials come in various forms, with a distinction between printed and non-printed resources. Printed materials encompass items such as textbooks, modules, handouts, brochures, and pamphlets, while non-printed resources include media like videos, cassettes, CDs, and digital materials accessible through the internet and computers.

Among these materials, textbooks emerge as prominent and widely utilized resources. Functioning as versatile tools, textbooks play a crucial role in promoting effective teaching practices as well as facilitating self-directed learning. This versatility allows instructors to seamlessly integrate textbooks into various stages of the teaching process (Mithans & Ivanuš Grmek, 2020). Furthermore, textbooks cater to students' independent learning needs, offering predefined learning objectives and providing teachers with insights into their student's past and future learning experiences (Orfan et al., 2021).

Within the context of language education, English textbooks hold significance as they offer structured content, guidelines, and activities that align with educational goals. These textbooks not only guide educators in delivering lessons effectively but also empower students to engage in self-study and exploration of the subject matter. As a result, English textbooks play a vital role in shaping the learning experiences and outcomes of both teachers and students within the Indonesian education system.

D. The Significance of Curriculum in Education

Within the realm of education, the curriculum serves as a vital gauge to assess the efficacy of the learning process, rendering it a cornerstone element deserving of in-depth examination (Sulaeman, 2015). This underscores the paramount importance

of comprehending the intricate anatomy of the curriculum itself. A comprehensive definition of the curriculum encompasses its role as a meticulously curated compilation of educational experiences. These experiences, orchestrated by educational institutions, are intended to impart conscious or subconscious learning to learners. The overarching objective is to facilitate the attainment of specific learning outcomes, achieved through a confluence of growth, maturation, and learning processes, ultimately designed to equip individuals for active engagement within an evolving societal context (Mulenga, 2018).

Indonesia's commitment to education is evident in its pursuit of curriculum enhancements, as the curriculum is recognized as a potent determinant of educational success. The nation's history since gaining independence in 1945 has witnessed a series of curriculum changes, each aligned with the evolving needs and demands of society. This evolution is marked by significant milestones, including the Kurikulum 1952, Kurikulum 1964, Kurikulum 1975/1976, Kurikulum 1984, Kurikulum 1994, Kurikulum 2004 (Kurikulum Berbasis Kompetensi), Kurikulum 2006 (Kurikulum Tingkat Satuan Pendidikan), and the recent introductions of K13 and KMB (W. F. Yusuf, 2018).

In the educational landscape, the curriculum emerges as a pivotal factor that profoundly influences learning outcomes. It is intricate composition and purposeful evolution highlight its

vital role in shaping education and preparing individuals for active participation in a dynamic society. As Indonesia's curriculum journey continues, each iteration reflects a commitment to enhancing the educational experience in alignment with the nation's evolving needs and aspirations.

E. Kurikulum 2013: A Transformative Educational Approach

Kurikulum 2013 (K13) represents a pivotal curriculum framework under the auspices of the Ministry of National Education. Its formal implementation commenced on July 15, 2013, and was extended to the Ministry of Religion, subsequently launched on July 18, 2013. This was facilitated through the issuance of a circular letter by the Director General of Education, bearing the reference No SE/DJ.I./PP./00/50/2013. This directive marked a significant shift in educational paradigms, introducing K13 as the guiding curriculum for both Madrasahs and schools (Ikhsan & Hadi, 2018).

The deployment of K13 unfolded in phases, commencing from the 2013-2014 academic year. The initial implementation was conducted in a controlled manner, predominantly targeting institutions that exhibited a high degree of preparedness to embrace this novel curriculum (Ikhsan & Hadi, 2018). This deliberate and gradual introduction aimed to ensure a smooth

transition while allowing educational stakeholders to adjust and align their practices with the tenets of K13.

K13 rests on a fundamental pedagogical belief that learning constitutes a multifaceted journey, integral to both the development of individual potential and the nurturing of character. This philosophy underscores the synergy between educational efforts within formal institutions, familial contexts, and the broader community. The K13 Learning Process is uniquely designed to foster an environment that empowers students to evolve their potential into a spectrum of competencies, encompassing attitudes (spiritual and social), knowledge acquisition, and practical skills. These cultivated capacities are envisioned as crucial tools for effective engagement within society, contributing to both personal growth and the betterment of society at large.

Kurikulum 2013 (K13) heralds a transformative chapter in Indonesian education. Its implementation, guided by a calculated and phased approach, seeks to revolutionize the learning landscape. Rooted in the notion of holistic education, K13 envisions a harmonious coalescence of scholastic endeavors, familial influences, and community engagement, all culminating in the holistic development of students. This progressive curriculum aspires to equip learners with not only

knowledge and skills but also the virtues and attitudes essential for meaningful contributions to society's well-being.

F. Kurikulum Merdeka Belajar: A Paradigm Shift in Education

Kurikulum Merdeka Belajar (KMB) marks a groundbreaking policy initiative introduced by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). Its inception took place in the 2022/2023 academic year, with the visionary leadership of Nadiem Anwar Makarim, the Minister of Education, Culture, Research, and Technology of Indonesia. This transformative program was outlined in Ministerial Directive Number 56/M/2022, which outlines the guidelines for implementing the curriculum within the context of learning recovery (Angga et al., 2022; Hattarina et al., 2022; Ineu et al., 2022; Suhartono, 2021).

Amidst the Pandemic KMB emerges as a proactive response to the pervasive learning disruptions triggered by the prolonged COVID-19 pandemic, which has persisted for over two years. This innovative approach seeks to counteract the adverse effects of learning loss and disarray. The pandemic's impact on education necessitated novel strategies to reinvigorate the learning process and reclaim educational momentum.

Diverging from the principles of Kurikulum 2013 (K13), KMB introduces the transformative concept of "Merdeka Belajar," which translates to "Freedom to Learn." This ethos empowers schools, educators, and students with the autonomy to innovate, engage in independent learning, and foster creativity (Sherly et al., 2020). The foundation of this autonomy is anchored in the pivotal role of teachers as catalysts for change. The KMB initiative shifts the locus of control to educators, instilling them with the agency to drive educational innovation and steer the learning journey.

At its core, KMB manifests as an independent curriculum model designed to awaken students' intrinsic interests and talents. This approach heralds a paradigm shift, cultivating a profound awareness of individual capabilities and passions. The program empowers students to take charge of their learning, steering their educational trajectory toward areas of personal resonance.

Kurikulum Merdeka Belajar (KMB) constitutes a visionary initiative that mirrors the dynamic landscape of modern education. Initiated amidst the tumult of the COVID-19 pandemic, KMB underscores the Ministry of Education and Culture's commitment to revitalizing education through innovative strategies. By embracing the tenets of "Merdeka Belajar," KMB liberates education from conventional

constraints, entrusting educators and students with the autonomy to shape a learning experience that is both liberating and empowering. This marks a monumental step towards fostering lifelong learners equipped with the tools to navigate an ever-evolving world.

G. English Textbooks in the Context of Kurikulum 2013 and Kurikulum Merdeka Belajar

The English textbook designed for grade VII SMP/MTs under Kurikulum 2013 (K13) is titled "When English Rings a Bell," reflecting a 2016 revised edition. This textbook unfolds across 200 pages, encompassing a structured layout of 8 chapters, each housing distinct discussions, and content. The textbook serves as a comprehensive resource for both educators and learners, offering a scaffolded approach to language acquisition and skill development.

In the context of Kurikulum Merdeka Belajar (KMB), the English textbook tailored for grade VII SMP/MTs bears the title "English For Nusantara." This textbook is characterized by its substantial content, spanning 296 pages. Organized into 6 chapters, the textbook charts a holistic learning journey, commencing from chapter 0 and extending to chapter 5. Each chapter is further subdivided into 3 units, meticulously structured to facilitate effective comprehension and engagement.

The "English For Nusantara" textbook under KMB is thoughtfully enriched with visual aids, strategically incorporating various pictures to enhance the learning experience. This visual element not only engages learners but also augments their understanding of the language. Furthermore, the textbook under KMB emphasizes active learning, incorporating a diverse array of exercises. These exercises serve as tools to reinforce language skills, fostering interactive participation and consolidation of knowledge.

Comparing the two textbooks offers valuable insights into their distinct characteristics. While the K13 textbook "When English Rings a Bell" boasts 8 chapters, the KMB textbook "English For Nusantara" presents a structured progression across 6 chapters. Additionally, the visual aids and interactive exercises in the KMB textbook underscore its commitment to fostering engaging and participatory learning experiences.

The English textbooks crafted for grade VII SMP/MTs within the paradigms of Kurikulum 2013 and Kurikulum Merdeka Belajar stand as indispensable companions in the educational journey. As educators navigate the landscape of these dynamic curricula, the textbooks serve as invaluable tools, guiding both teachers and learners towards language proficiency and holistic skill development. The careful design of each textbook, whether

within the ambit of K13 or KMB, reflects a dedication to effective pedagogy and a commitment to nurturing lifelong learners in the ever-evolving context of education.

H. Authors of English Textbooks in Kurikulum 2013 and Kurikulum Merdeka Belajar

The English textbook "When English Rings a Bell" for grade VII SMP/MTs, 2016 revised edition, is authored by a team of distinguished educators. Siti Wachidah stands as a dedicated contributor to this endeavor, serving as a lecturer in the English Education Study Program at UNJ (Universitas Negeri Jakarta) while also holding the role of an English Education Consultant. Another prominent member of the authorship is Asep Gunawan, who imparts his expertise as an English Instructor at the NASA Airline Education Center, Bandung. His multifaceted involvement extends to being a Co-Founder and Lecturer at Edu One Learning, Bandung. Diyantari, a lecturer in the English Literature Study Program at the State University of Jakarta, further enriches the collaborative effort with her academic insights.

The English textbook "English For Nusantara" tailored for grade VII SMP/MTs in the context of Kurikulum Merdeka Belajar (KMB) is the result of a collective endeavor spearheaded by an accomplished group of educators. Ika Lestari Damayanti, a Lecturer in English Education at the Indonesian

Education University, Bandung, leads this group with her dedication to enhancing English education. Joining her is Yusnita Febrianti, who contributes as a lecturer in the English Literature Department and serves as the Coordinator of the Academic Writing Center at the State University of Malang. Nurlaelawati, also from the Indonesian Education University, Bandung, channels her expertise as a lecturer in English Education. Further expanding the spectrum of expertise, Pipit Prihartanti shares her insights as a lecturer in English Education at the University of Struggle Tasikmalaya. Aji Jehan Fellani, an English teacher at SMP Negeri 1 Batujajar, and Raymon Rahmadhani, who holds the position of deputy principal for curriculum at SMP Negeri 3 Banjarbaru, amplify the collaboration by bringing their valuable teaching experiences to the table.

The two sets of authors, working across the K13 and KMB frameworks, epitomize a collective commitment to enriching English education for grade VII SMP/MTs. Their diverse expertise, drawn from both academic and teaching backgrounds, underscores the importance of well-crafted textbooks that resonate with the evolving educational landscape. Through their efforts, these authors contribute significantly to the advancement of language learning and skill development for junior high school students, fostering a deeper

understanding and appreciation of the English language within the context of dynamic curricular paradigms.

I. Text Structure and Arrangement in English Textbooks

The English textbook "When English Rings a Bell," designed for grade VII SMP/MTs under the Kurikulum 2013 (K13) framework, showcases a well-structured layout. Comprising 8 comprehensive chapters, each discussion encompasses a spectrum of language skills encompassing listening, speaking, reading, and writing. The thematic focus of the materials is on everyday life situations, ensuring practical relevance. Notably, the review and practice component enhances the learning journey. Within each unit, a dedicated review section augments the core concepts, providing supplementary explanations and ideas to consolidate students' comprehension. Engagement is further fostered through exercises, predominantly designed for collaborative group participation. These exercises are thoughtfully curated to effectively reinforce the content of each unit, enabling students to iteratively apply the acquired knowledge. The textual journey is initiated with introductions and a table of contents, while profiles of authors, reviewers, editors, and illustrators grace the closing pages.

In contrast, the English textbook "English For Nusantara" tailored to grade VII SMP/MTs within the Kurikulum Merdeka Belajar (KMB) framework demonstrates a distinct structural

arrangement. Comprising 6 chapters, each chapter incorporates diverse discussions spanning key language skills. Beginning with "Say what you know," students are led into the exploration, followed by segments covering listening, speaking, reading, viewing, writing, and presenting. This multi-dimensional approach equips students with holistic linguistic proficiency, empowering them to present their ideas effectively. The "your turn" section emphasizes student involvement, infusing their unique contributions. "Fun time," "enrichment," "reflection," and "language focus" segments provide a well-rounded learning experience. "Did you know" sections offer additional insights, enriching students' understanding? The review and practice segment, akin to the K13 counterpart, fortifies the learning process by reinforcing key concepts. Exercises in this textbook follow a tripartite division - individual, pair, and group activities, catering to diverse learning preferences. Each activity is carefully aligned with the unit's content, ensuring comprehensive reinforcement of the material. The "progress check" feature, positioned strategically after specific chapters, facilitates independent assessments. A "word box" aids vocabulary comprehension, serving as a valuable resource. The textbook opens with a table of contents, picture index, learning objectives, and user instructions. Profiles of authors, reviewers, supervisors/aligners, contributors, illustrators, editors, and designers grace the final pages, offering insights into the collaborative effort.

Both textbooks exhibit structured layouts tailored to their respective curricular frameworks. While the K13 textbook emphasizes collaborative exercises and comprehensive unit reviews, the KMB textbook introduces multi-dimensional language skill exploration and student-centered engagement. These well-designed structures not only enhance pedagogical efficacy but also underscore the evolution of educational approaches within distinct curricular paradigms.

J. Physical Appearance of English Textbooks

The K13 English textbook designed for grade VII SMP/MTs, titled "When English Rings a Bell" in its 2016 revised edition, is presented in a physically appealing format. With dimensions of approximately 18x25 cm, the textbook employs a Helvetica font in 11 pt size. The cover page is captivating, adorned with the emblem of the Indonesian Ministry of Education and Culture, accompanied by a globe touched by the hands of students from around the world, highlighted in vibrant colors. It's noteworthy that these textbooks are not commercially available, being state-owned and disseminated to schools by the government.

The KMB English textbook crafted for grade VII SMP/MTs, entitled "English For Nusantara," boasts a visually pleasing physical presentation. Its dimensions are around 17.6 x 25 cm,

with the Noto Serif font set at 11/15 pt size. The cover page is striking, featuring an image of three teenage characters in the guise of learners, all enveloped in a verdant backdrop. The emblem of the Indonesian Ministry of Education and Culture further embellishes the cover. Remarkably, this textbook bears a reasonable price range of IDR 21,100 to IDR 43,800, ensuring accessibility for all students.

The physical attributes of these textbooks reflect their respective curricular contexts. The K13 textbook's government-issued nature and colorful design underscore its role as a comprehensive educational resource. On the other hand, the KMB textbook's modern and approachable appearance, coupled with its affordable price, aligns with the curriculum's emphasis on learner-centeredness and inclusivity. Both textbooks exhibit thoughtfully designed physical aspects that complement their distinct educational philosophies, ultimately catering to the diverse needs of students and educators.

K. Detailed Evaluation of Textbook Units

K13 English Textbook: "When English Rings a Bell"

Chapter 1, "Good Morning. How are you?" introduces students to greetings, expressions of taking leave, thanking, and apologizing. Exercises focus on dialogues, expressions of thanks, taking leave, and apologizing, encouraging group work.

Chapter 2, "It’s Me," covers self-introduction, hobbies, and family members. Students practice introducing themselves, discussing hobbies, and identifying family members.

Chapter 3, "What Time Is It?" teaches days, time, date, month, and year. Activities involve identifying days, numbers, and time, as well as learning the months and important national days.

Chapter 4, "This Is My World," emphasizes naming objects at school, home, and animals. Exercises involve identifying and describing objects, focusing on classroom, school, bag, home items, and animals.

Chapter 5, "It’s a Beautiful Day!" guides students in describing people, animals, and things. Students describe occupations, animals, and physical appearances.

Chapter 6, “We Love What We Do,” delves into the actions/functions of people, animals, and objects. Group work includes discussing professions, habits, and animal activities.

Chapter 7, "I'm Proud of Indonesia!" encourages students to describe and analyze objects, emphasizing promoting and criticizing. Students highlight significant aspects of Indonesia.

Chapter 8, "That's what friends are supposed to do," involves understanding song lyrics and vocabulary. Group exercises include word meanings and a reflection on learning.

KMB English Textbook: "English for Nusantara"

Chapter 0, “The Beginning,” introduces the alphabet, numbers, time, family, colors, and simple instructions for beginners, with supplementary online resources.

Chapter 1, “About Me,” covers self-introduction, hobbies, and personal experiences. Exercises include audio conversations, identifying hobbies, and describing people.

Chapter 2, “Culinary and Me,” focuses on favorite foods, snacks, and recipes. Students express preferences, describe textures/tastes, and learn cooking vocabulary.

Chapter 3, “Home Sweet Home,” delves into houses, chores, and cleaning. Activities involve discussing rooms, cleaning routines, and DIY projects.

Chapter 4, “This is My Activities,” explores class schedules, online learning, and study habits. Exercises include audio conversations, describing schedules, and habits.

Chapter 5, “This is My School,” discusses school building, extracurricular activities, and school festivals. Exercises involve directions, extracurriculars, and festivals.

In detail, both textbooks offer comprehensive units with a focus on practical language skills and relevant topics. The K13 textbook presents a structured approach, emphasizing greetings, time, and descriptions. In contrast, the KMB textbook takes a thematic approach, incorporating beginner-level content in Chapter 0 and exploring diverse topics related to students' lives. Both textbooks prioritize communication and collaborative activities, catering to different learning preferences and promoting language use. The K13 textbook emphasizes foundational language skills, while the KMB textbook integrates these skills into real-life scenarios. These diverse approaches reflect the distinctive goals and philosophies of K13 and KMB curricula, ultimately catering to the multifaceted needs of students.

L. Conclusions

The comparative analysis of the two English textbooks, "When English Rings a Bell" for K13 and "English for Nusantara" for KMB, highlights distinct strengths and focuses in each curriculum. The KMB textbook demonstrates a more specific and comprehensive approach, incorporating intensive listening exercises, reading materials with stories, conversational

practices, and diverse exercises that enhance speaking skills and reinforce understanding. This richness in content aligns with the KMB curriculum's emphasis on independent learning and creativity. On the other hand, the K13 textbook offers a structured approach with a greater emphasis on collaborative group work, catering to the curriculum's goals of character development and holistic learning. While lacking audio elements and extensive reading materials, the K13 textbook encourages students to engage in cooperative activities, fostering teamwork and interaction.

Overall, the research findings highlight the distinctive nature of each textbook, reflecting the core principles and objectives of the respective K13 and KMB curricula. The KMB textbook's focus on comprehensive language development and the incorporation of multimedia resources enhances students' language skills and engagement. Meanwhile, the K13 textbook's emphasis on group work and character building aligns with its curriculum's broader educational aims. Ultimately, the choice between these two textbooks would depend on the educational goals and priorities of the institutions, as well as the learning preferences of the students.

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GLOSSARY

KTSP Curriculum	:	Curriculum with parental involvement, focusing on school programs to enhance learning quality.
K-13 Curriculum	:	Curriculum emphasizing student development, moving away from traditional practices.
Textbooks	:	Educational materials with information, instructions, and activities for teaching and learning.
Curriculum in Language	:	Tool for achieving language learning goals, incorporating language development and communication skills.
Kurikulum 2013 (K13)	:	Curriculum in Indonesia since 2013, focusing on holistic student development.
Kurikulum Merdeka Belajar (KMB)	:	New Indonesian curriculum emphasizing independent and creative learning.the specific blueprint for learning that is derived from the desired result – that is, content and performance standards (be they state-determined or locally developed).

PIMPINAN WILAYAH
MUSLIMAT NAHDLATUL ULAMA
PROVINSI NUSA TENGGARA BARAT

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